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ABSTRACT

This K-6 Career Awareness Curriculum Model is composed of a variety of activities that reading/language arts teachers can use to infuse career awareness into their instructional units. The activities are divided into eight topical sections: (1) Dictionary Skills: (2) Oral Communication, (3) Written Expression, (4) Comprehension, (5) Reference Skills, (6) Newspaper, (7) Grammar, and (7) Listening Skills. For each activity listed, the following information is provided: materials/resources needed, level (primary or intermediate), type (entire class or individual), time, instructional objective, procedures, student activity sheet, supplementary resources, and followup activities. (LRA)

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PROJECT BICEP

K-6 Career Awareness Curriculum Model

CAREER AWARENESS, READING/LANGUAGE ARTS

Developed by

The staff of PROJECT BICEP in collaboration with
teachers from the Barnstable Public School System

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For additional information regarding PROJECT BICEP
and its publications, contact:

Patricia L. Duffy
PROJECT BICEP
Barnstable High School
744 West Main Street
Hyannis, MA 02601

CE 024 611

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Patricia L. Duffy
Adelaide M. Queeney
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PROJECT BICEP STAFF

PROJECT DIRECTOR
Patricia L. Duffy

PROJECT SECRETARY
Beryl Dubay

PROJECT EVALUATOR
Dr. Gregory D. Gill

ADMINISTRATIVE ASSISTANT
Noel MacInnis

PRODUCT DEVELOPMENT CONSULTANT
John J. Ford III, The NETWORK

STAFF ARTIST
Elizabeth J. White

BARNSTABLE PUBLIC SCHOOLS

SUPERINTENDENT OF SCHOOLS
Edward J. Tynan

ASSISTANT SUPERINTENDENT OF SCHOOLS
H. William Geick

DIRECTOR OF ELEMENTARY CURRICULUM AND INSTRUCTION
Jane A. Sheckells

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Glen Anderson	*Hyannis West Elementary School*
Shirley Anderson	*Hyannis West Elementary School*
Susan Bean	*Osterville Elementary School*
Philip Cwyner	*Barnstable Middle School*
Lydia Desgroseilliers	*Falmouth Public Schools*
Ann Dunn	*Hyannis West Elementary School*
Laura Frost	*Cotuit Elementary School*
Geraldine Gill	*Barnstable Elem. Schools Librarian*
Patricia Gordon	*Cotuit Elementary School*
Joy Hambly	*Centerville Elementary School*
Judith Helmund	*Centerville Elementary School*
Eileen Hurley	*Centerville Elementary School*
Dianne Jackson	*Barnstable Middle School*
Julie Jones	*Marstons Mills Elementary School*
Susan Kowalski	*Centerville Elementary School*
Susanne Leary	*Osterville Elementary School*
Carleton Legg	*Attleboro Public Schools*
John Nosal	*Barnstable High School*
Diane O'Neil	*Hyannis West Elementary School*
Jacqueline Richardson	*Centerville Elementary School*
Susan Sawyer	*Centerville Elementary School*
Frances Schmid	*Barnstable Middle School*
Rosemary Sweeney	*Osterville Elementary School*
Eleanor Tamash	*Cotuit Elementary School*

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Susan Bean	*Osterville Elementary School*
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Lydia Desgroseilliers	*Falmouth Public Schools*
Laura Frost	*Cotuit Elementary School*
Gale Greene	*Centerville Elementary School*
Joy Hambly	*Centerville Elementary School*
Judith Helmund	*Centerville Elementary School*
Dianne Jackson	*Barnstable Middle School*
Theresa Kelly	*Barnstable Middle School*
Bernard Klotz	*Osterville Elementary School*

Susan Kowalski	*Centerville Elementary School*
Sue Martin	*Hyannis Elementary School*
Barbara Morse	*Marstons Mills Elementary School*

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Jane A. Sheckells	*Director of Elementary Curriculum and Instruction*
Chairperson & Members	*Barnstable School Committee*

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INTRODUCTION

This booklet is composed of a variety of activities that teachers can use to infuse career awareness into their instructional units. Each of these activities was developed by a teacher from the Barnstable Public Schools and is the result of research in career education and an examination of other available career education materials. After their development, the activities were field tested for one year in Barnstable and three other school districts; the materials were revised based on the field test data and received Massachusetts State Validation for Diffusion.

All the activities reflect the following central goals and subgoals of Project BICEP:

I. To foster in each child a positive *SELF-CONCEPT* and awareness that demonstrates an appreciation of one's interests, abilities, feelings, values and skills necessary for the encouragement of a realization and acceptance of one's personal and social responsibilities.

   A. *To understand and accept one's self as a unique and important individual.*

   B. *To recognize that all people have dignity and worth.*

   C. *To realize that individuals differ in their interests, abilities, attitudes and values.*

   D. *To appreciate the physical, mental and social traits and characteristics of others.*

   E. *To understand that a healthy self-concept influences one's life roles and the ability to achieve self-fulfillment and satisfaction in these roles.*

   F. *To know that people must learn to adapt to change and that they assume different roles depending upon changes in themselves and in the world around them.*

II. To develop in each child the *INTERPERSONAL SKILLS* needed to function in and contribute to a variety of social settings.

   A. *To appreciate the basic human needs of others.*

   B. *To understand the necessity of and benefits derived from being cognizant of the needs of others.*

   C. *To recognize the satisfaction that can be derived from sharing one's time and talents with others.*

D. *To be aware that individual characteristics can be a positive or negative influence upon group behavior and interactions.*

E. *To be aware of the skills necessary for effective communication in individual and group settings.*

F. *To develop successful work behavior, attitudes, skills and responsibilities.*

G. *To understand that working together requires trust and the ability to take instructions from others.*

H. *To recognize that self-understanding is conducive to more effective relationships with others.*

I. *To appreciate the interdependence of people in the development of one's culture.*

III. To develop in each child wholesome *ATTITUDES TOWARD THE DIGNITY OF WORK* and the satisfactions, both personal and economic, which can be derived from meaningful work experience.

A. *To recognize that all work has dignity and benefits society.*

B. *To be aware that individuals need to work to preserve and advance society.*

C. *To understand that personal attitudes and values have an effect on one's work role, performance and degree of personal success.*

D. *To recognize that one's effectiveness is dependent upon the ability to accept and appreciate others while learning to cooperate with them.*

E. *To understand that acceptance of personal responsibility is necessary for self-fulfillment.*

F. *To recognize the reciprical nature of behavior.*

G. *To understand that pride can come from being able to recognize one's own achievements.*

H. *To realize that one's ability to set and pursue meaningful goals influences career development.*

IV. To help a child to understand the value and process of rational *DECISION MAKING, PLANNING AND PROBLEM SOLVING;* through practice, to help one discover facts that influence decisions and actions.

A. *To understand that one must be responsible for one's own behavior.*

B. *To recognize that decision-making and choices are based upon one's values.*

C. *To recognize that the decision-making process is related to school and life problems.*

D. *To understand that feelings, friends, family, information, values and other factors influence one's choices in making decisions.*

E. *To be aware of factors that influence decisions and the possible present and future consequences of decisions.*

F. *To realize that one must evaluate alternative choices when making decisions.*

G. *To realize that the choice of a life role requires information, decision-making and action.*

V. To develop in each child a knowledge and understanding of *OCCUPATIONAL INFORMATION* as it applies to life roles.

A. *To realize that every occupation exists for a purpose.*

B. *To understand that occupations require different knowledge, skills and abilities.*

C. *To understand that education and work are related.*

D. *To understand that rules, procedures and decisions are characteristic of both school and work.*

E. *To be aware that avocations, personal interests and talents can be transferred to occupational choices.*

F. *To understand that jobs with similar characteristics may be grouped as job families or career clusters.*

G. *To appreciate that an individual may have many different work roles.*

H. *To realize that occupations and life styles are interrelated.*

I. *To recognize that one's work choice and work location affects the time available for other pursuits.*

J. *To understand that social, environmental and technological changes affect work and one's life style.*

K. *To understand that some occupations within the community and interrelated and interdependent.*

VI. To develop in each child an *ECONOMIC AWARENESS* as it relates to the world of work.

A. *To recognize the difference between goods and services and between consumers and producers.*

B. *To identify and differentiate between needs and wants.*

C. *To understand that the concept of work often includes paid and unpaid activities.*

D. *To understand that social and economic changes within a society have an effect on one's work role.*

E. *To recognize that leisure time activities relate directly to one's life style and economic independence.*

F. *To recognize that increased competency generally results in increased remuneration.*

G. *To recognize the need to conserve personal and natural resources.*

The activities are divided into topical sections and each activity is cross referenced to one of the BICEP goals. The activities do not indicate a specific grade level because this may differ from one school district to another; however, an approximate level of use--primary (K-3) or intermediate (4-6)--is recommended for each activity.

"Type of Activity" is identified to reflect the most appropriate classroom arrangement for each activity--entire class, small group, partners, individual (independent projects). Also included are "Time Estimates." A class period refers to 20-30 minutes for a primary group and 40-50 minutes for intermediate groups. "Materials-Resources" needed for each activity are listed along with specific "Procedures" for the teacher to follow. "Follow-Up Activities," "Supplementary Resources" and space for "Teacher Notes" are provided for each activity. Many of the activities also include student activity sheets. In addition, the booklet also contains a cross reference matrix that indicates uses of each activity, the relationship of the activity to the subgoals of Project BICEP, the relationship of the activity to other topical areas as well as a bibliography of additional resources.

The clear instructions, careful organization and wide variety make the activities in this booklet a ready resource for teachers interested in infusing career awareness into their teaching.

Dictionary Skills

THE WORLD OF WORK-FROM A TO Z

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

- 12 X 18 Oak Tag
- Magic Markers
- Crayons
- Paste
- Glue
- Rulers
- Pencils
- Primary Level Dictionaries
- Lined Composition Paper

DETAILS

LEVEL: Primary

TYPE: Entire Class
Individuals

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Having identified a career for each letter of the alphabet, students will design and create a class "World of Work-From A to Z" dictionary.

PROCEDURES

FIRST CLASS PERIOD

1. List on chalkboard the letters of the alphabet from A to Z. Leave sufficient space to write in a career after each letter.
2. Ask students to think of jobs they already know to fill in each alphabetical letter. As students make oral contributions, write their responses on the chalkboard.
3. Continue this procedure until the students are unable to think of any more jobs. Encourage variety of responses.
4. Ask students to discuss the activity with their parents so more responses can be listed on the second day.

SECOND CLASS PERIOD

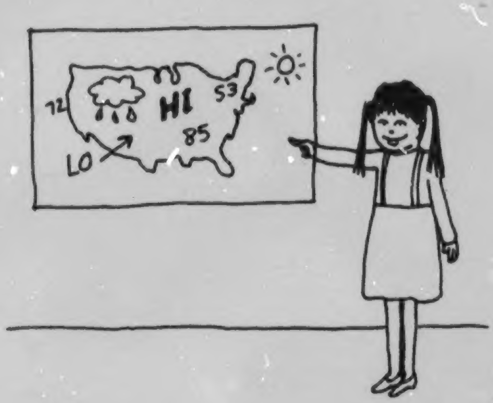
5. Write additional responses from previous day's home assignment.
6. Look in dictionaries, magazines and newspapers to identify other jobs for remaining alphabetical letters. This will allow non-readers as well as those proficient in reading skills to contribute to the activity.
7. Instruct students that they can now choose one job to illustrate on a dictionary page. Students may wish to illustrate the job they contributed to the class list or they may wish to choose a response contributed by their peers. If the class has less than twenty-six students, some may do two letters or dictionary pages.

DICT. SKILLS

PROCEDURES Continued

8. Demonstrate on the chalkboard what a sample dictionary page would look like.

W w WEATHER FORECASTER



WEATHER FORECASTERS HELP US PLAN SPECIAL EVENTS.

9. Distribute composition paper and work with students as they compose a sentence which tells about the job being shown on the dictionary page. Early primary students will probably dictate a sentence to be placed on the board by the teacher and then copied by the individual students. Upper primary will be able to compose a simple statement by themselves.

THIRD CLASS PERIOD

10. Distribute oak tag and other art materials. Assist students as they follow the chalkboard samples. Teacher aides or parents can assist in this type of classroom project and thereby give students more individual attention.

11. Arrange all completed dictionary pages in alphabetical order and punch holes to make a booklet. Allow students to design an appropriate cover.

SUPPLEMENTARY RESOURCES

TEACHER

Career Education Concepts and Skills: Scope and Sequence. Hazard, Kentucky, Kentucky Valley Educational Cooperative, 1977 (BICEP).

STUDENT

Bank, Ira M. World of Workers, A Career Education Gamebook. Moravia N.Y., Chronicle Guidance Publishers, Inc., 1973 (BICEP 3051).

FOLLOW-UP ACTIVITIES

Students may wish to share their booklet with their parents or another primary classroom. They may also wish to next identify "tools or props" used in each job identified.

TEACHER'S NOTES

DICT. SKILLS

ALPHABETICAL AWARENESS

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Cards Containing Job Titles

Optional Materials (Oak Tag and clear contact for mounting)

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Each student is given a card containing one job title. Working in teams, the students will arrange the cards in alphabetical order within a given time limit.

PROCEDURES

1. Divide the class into teams of four to six members.
2. Give each player on each team a card containing a job title, face down. They are not to turn it over or show it to anyone until the signal is given.
3. Ask each team to arrange the job cards in alphabetical order when given the signal. Teacher can either give cards out randomly or arrange them depending on alphabetical skill. Some teams might have cards with only first letter that needs to be alphabetized while other teams might be challenged to alphabetize by second letter.
4. Give a point to first team in correct alphabetical order.
5. Shuffle cards and repeat.

FRAMER
CHEF
TIST
AT

DICT.
SKILLS

STUDENT ACTIVITY SHEET

ALPHABETICAL AWARENESS

PLUMBER	LIBRARIAN	JOCKEY
CASHIER	TYPIST	JEWELER
COUNSELOR	MECHANIC	JUDGE
PARENT	MINISTER	

DICT.
SKILLS

STUDENT ACTIVITY SHEET

ALPHABETICAL AWARENESS

SECRETARY	REPORTER	JUROR
PARK RANGER	DIETICIAN	SINGER
CUSTODIAN	MOTEL OWNER	SONG WRITER
ARCHITECT	EXECUTIVE	

DICT. SKILLS

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STUDENT ACTIVITY SHEET

ALPHABETICAL AWARENESS

BUS DRIVER	ARMY OFFICER	SURGEON
FRUIT GROWER	CONTRACTOR	SENATOR
MOTHER	STOCK PERSON	SALES PERSON
AUTHOR	FLORIST	

STUDENT ACTIVITY SHEET

ALPHABETICAL AWARENESS

NEWS BROADCASTER

LANDSCAPER

SAILOR

METEOROLOGIST

TOUR GUIDE

SOCIAL WORKER

HAIRDRESSER

PAINTER

SIGN MAKER

JAZZ MUSICIAN

SEAMSTRESS

DICT.
SKILLS

SUPPLEMENTARY RESOURCES

TEACHER

The K-3 Hand Book. Illinois State Board of Education, Dept. of Vocational & Technical Education, 1977 (BICEP 3113).

Forgan, Harry. Phorgan's Phonics. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978 (BICEP 3096).

Ruthig, C. Ann. Career Awareness In The Primary Grades: An Integrated Approach. State of New Jersey Dept. of Education, 1976 (BICEP 3103).

Teacher-Developed Infused Curriculum Modules, Career Education Grades K-3. Arlington, Texas: Partners in Career Education, 1977, "Language Arts", pp. 61-109 (BICEP 3105).

STUDENTS

Long, Betty. Careers And Me, Primary. Manhattan Beach, Calif.: Teachers, 1978, "Career Awareness - Spelling", pp. 32,32 (BICEP 3156).

FOLLOW-UP ACTIVITIES

Students may wish to design an alphabet scrapbook illustrating jobs for each letter of the alphabet.

Students could arrange cards in envelopes and set up a dictionary skills learning center.

TEACHER'S NOTES

DICT. SKILLS

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PEOPLE FROM THE PAGES OF HISTORY

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Dictionaries

Pencils

Worksheet "People From the Pages of History" and Answer Key

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

The students will use their dictionaries to locate various biographical entries and match them to their respective occupations.

PROCEDURES

1. Write the names on the board:

   Thomas Edison
   George Washington
   George Bernard Shaw

2. Have the children fill in the occupations next to the first two names:

   Thomas Edison - Inventor
   George Washington - President

3. Ask if anyone knows who George Bernard Shaw was or what his occupation was.

4. Ask the students which resources they could use to determine his occupation. Possible responses might be card file in library, encyclopedia and dictionary.

5. Tell students that in this case the dictionary would be easiest.

6. With the total class, determine how you would go about locating his name; e.g., Shaw, George Bernard

7. Distribute the dictionaries and have students look up Shaw. As soon as a few students have found the entry and raised their hands, choose one student to give the page number so that everyone will be looking together. Use this as a "mini lesson" to describe how biographical entries are listed.

   Shaw, George Bernard - Playwright

DICT. SKILLS

PROCEDURES Continued

8. Ask if there are any questions.

9. Distribute the "People From the Pages of History" worksheets. You may wish to complete the first example with the class. The students are to work independently on this activity.

VARIATIONS

Students might wish to use their encyclopedias in the same fashion as the dictionary looking up guide words and writing short reports about the life of the person.

Students might also wish to compare famous people in the past to their counterparts in the twentieth century.

Students may wish to make an outline of the person's life thereby utilizing reading and language arts skills.

Students may wish to add to the list already shown in this activity and try to include people from other areas than those already represented.

DICT.
SKILLS

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STUDENT ACTIVITY SHEET

PEOPLE FROM THE PAGES OF HISTORY

NAME________________________ DATE ________________

DIRECTIONS: Can you unlock the pages of history and match these occupations to these famous people? Using your dictionary match Column A with Column B by writing the proper letter next to each name.

	A	B
________	1. Anton Divorak	A. Novelist
________	2. Justinian I	B. President
________	3. James Joyce	C. Composer
________	4. Eleanor Roosevelt	D. Frontiersman
________	5. Ben Johnson	E. Philospher & Historian
________	6. David Hume	F. General
________	7. Elias Howe	G. Dramatist & Poet
________	8. James A. Garfield	H. Queen
________	9. Helen Keller	I. Emperor
________	10. William Lloyd Garrison	J. Social Reform
________	11. Thomas Gage	K. Inventor
________	12. Thomas Gainsborough	L. Cosmonaut
________	13. Elizabeth I	M. Writer and Lecturer
________	14. Albert Einstein	N. Humanitarian
________	15. Susan B. Anthony	O. Civil Rights Leader
________	16. Charles Darwin	P. Naturalist
________	17. David Crockett	Q. Painter
________	18. Martin Luther King	R. Explorer
________	19. Yuri Gagarin	S. Editor & Abolitionist
________	20. Louis Joliet	T. Physicist

DICT. SKILLS

STUDENT ACTIVITY SHEET

PEOPLE FROM THE PAGES OF HISTORY

NAME ____________________ DATE ______________

DIRECTIONS: Can you unlock the pages of history and match these occupations to these famous people? Using your dictionary match Column A with Column B by writing the proper letter next to each name.

	A	B
C	1. Anton Divorak	A. Novelist
I	2. Justinian I	B. President
A	3. James Joyce	C. Composer
N	4. Eleanor Roosevelt	D. Frontiersman
G	5. Ben Johnson	E. Philospher & Historian
E	6. David Hume	F. General
K	7. Elias Howe	G. Dramatist & Poet
B	8. James A. Garfield	H. Queen
M	9. Helen Keller	I. Emperor
S	10. William Lloyd Garrison	J. Social Reform
F	11. Thomas Gage	K. Inventor
Q	12. Thomas Gainsborough	L. Cosmonaut
H	13. Elizabeth I	M. Writer & Lecturer
T	14. Albert Einstein	N. Humanitarian
J	15. Susan B. Anthony	O. Civil Rights Leader
P	16. Charles Darwin	P. Naturalist
D	17. David Crockett	Q. Painter
O	18. Martin Luther King	R. Explorer
L	19. Yuri Gagarin	S. Editor & Abolitionist
R	20. Louis Joliet	T. Physicist

DICT. SKILLS

SUPPLEMENTARY RESOURCES

TEACHER

The Big Book of People and Words: Games and Activities. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1975 (BICEP 3141).

STUDENTS

Lifestyles: A Collection of Short Stories. Edited by Murray Rockowitz. New York, N.Y.: Globe Book Company, 1972 (BICEP 9162).

FOLLOW-UP ACTIVITIES

Students could be secretly assigned one of these famous persons. They could research the person and prepare a role playing skit for the class. The rest of the class should decide who is being represented in the skit. Teacher should initiate the ideas, set the limits of the role play and guide the students towards particular objectives. Those who are not involved in the role play should be spectators and be given instructions for viewing the skit. Spectators might wish to check the authenticity of the famous person's life as depicted by the student "players".

TEACHER'S NOTES

SOLVE THE MYSTERY

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Dictionaries

Pencils

"Solve the Mystery" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given a sentence clue, the students will use their dictionaries to determine the names of the occupations suggested.

PROCEDURES

1. Challenge the children with their dictionary skills. They should first have some previous exposure to many occupations and the way in which the names of these occupations are derived.

2. Discuss the various derivations for occupational names:

   Suffixes - er, ian, or, etc.
   A person who works in the library - librarian.

   Names where you must know more information: e.g., geologist
   One must know what the base word "geology" means:

   Geology - science that deals with the earth's structure, composition and history

   Therefore, a geolog-ist is a person who studies the earth's formation usually through rocks and landforms.

3. Introduce students to clues that may be somewhat challenging but can be solved if done carefully. Tell them that the secret of success for this activity is determining the "clue" word, or most important word in the entire clue.

4. Write this clue on the board: A person who writes plays.

5. Distribute the dictionaries and have students suggest possible clue words. Possible responses may be writes or plays.

DICT.
SKILLS

PROCEDURES Continued

6. Have students look up both words. Those students who have looked up "writes" will read the definition for writer - a person who writes. This is technically correct. However, the clue specifies plays.

7. Have everyone turn to the listing for plays (play). This is their clue word. They are to skim through the entries until they locate the correct word - playwright. Bring to the students' attention that a playwright deals specifically with plays as stated in the definition.
8. Distribute the worksheet. Read the directions orally and ask for any additional comments or questions. Teacher may wish to complete the first example with the class.

9. Allow students to work independently on this activity, giving assistance when needed.

STUDENT ACTIVITY SHEET

NAME ______________________ DATE ______________

SOLVE THE MYSTERY

DIRECTIONS: Read the occupational clues carefully.

1. Determine the key clue word.
2. Look up the clue word in the dictionary.
3. Skim all the entry words that contain the clue word and their definitions until you find the correct occupation.

1. A person who draws cartoons for a living ______________
2. A person who works in a beauty parlor ______________
3. A person whose business or trade is building with bricks ______________
4. A person who takes care of another person, place or thing ______________
5. A person who writes history ______________
6. A person who is concerned with the world's economy ______________
7. A person concerned with the study of the ocean ______________
8. A student or expert in astronomy ______________
9. A person who keeps records of business accounts in books ______________
10. A person who manages, develops and protect forests ______________

DICT. SKILLS

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

NAME ____________________ DATE ____________________

DIRECTIONS: Read the occupational clues carefully.

1. Determine the key clue word.
2. Look up the clue word in the dictionary.
3. Skim all the entry words that contain the clue word and their definitions until you find the correct occupation.

1. A person who draws cartoons for a living Cartoonist
2. A person who works in a beauty parlor Beautician
3. A person whose business or trade is building with bricks Bricklayer
4. A person who takes care of another person, place or thing Caretaker
5. A person who writes history Historian
6. A person who is concerned with the world's economy Economist
7. A person concerned with the study of the ocean Oceanographer
8. A student or expert in astronomy Astronomer
9. A person who keeps records of business accounts in books Bookkeeper or Accountant
10. A person who manages, develops and protect forests Forester

DICT. SKILLS

SOLVE THE MYSTERY

DIRECTIONS: After completing the previous worksheet, use the answers to complete this puzzle.

J	B	O	O	K	K	E	E	P	E	R
O	Q	Z	A	H	O	P	M	D	O	L
J	B	Y	I	I	C	A	M	D	C	S
Z	E	K	C	S	E	T	R	B	Y	O
C	A	R	E	T	A	K	E	R	A	R
A	U	E	C	O	N	O	M	I	S	T
R	T	A	B	R	O	F	F	C	T	E
T	I	H	E	I	G	P	O	K	R	Q
O	C	X	D	A	P	C	R	L	O	G
O	I	L	F	N	A	M	E	A	N	N
N	A	G	D	U	P	P	S	Y	O	A
I	N	V	J	M	H	O	T	E	M	B
S	H	W	T	L	E	S	E	R	E	R
T	I	N	K	Q	R	O	R	R	R	S

DICT. SKILLS

STUDENT ACTIVITY SHEET

J	B	O	O	K	K	E	E	P	E	R
O	Q	Z	A	H	O	P	M	D	O	L
J	B	Y	I	I	C	A	M	D	C	S
Z	E	K	C	S	E	T	R	B	Y	O
C	A	R	E	T	A	K	E	R	A	R
A	U	E	C	O	N	O	M	I	S	T
R	T	A	B	R	O	F	F	C	T	E
T	I	H	E	I	G	P	O	K	R	Q
O	C	X	D	A	P	C	R	L	O	G
O	I	L	F	N	A	M	E	A	N	N
N	A	G	D	U	P	P	S	Y	O	A
I	N	V	J	M	H	O	T	E	M	B
S	H	W	T	L	E	S	E	R	E	R
T	I	N	K	Q	R	O	R	R	R	S

DICT.
SKILLS

SUPPLEMENTARY RESOURCES

STUDENTS

Hopke, William E. Children's Dictionary of Occupations. Philadelphia, Pa.: Career Futures, Inc., 1974 (BICEP 3279).

Many Thousand Words .. Work Pictures. Seattle, Washington: Highline School District, 1976 (BICEP 3310).

TEACHER AND STUDENTS

Peterson, Marla et al. Job Lab I. Boston, Mass.: Houghton Mifflin Co., 1976 (BICEP 4070).

Livelyhoods: Careers For Your Lifestyle. Boston, Mass.: Houghton Mifflin Co., 1974 (BICEP 4040).

FOLLOW-UP ACTIVITIES

A teacher may use the enclosed word hunt sheet to make this activity self-correcting. If students can locate the word on the sheet, the answer is correct.

The word hunt sheet may also be used in conjunction with the lesson as an aid.

TEACHER'S NOTES

DICT.
SKILLS

34

CREATE A JOB TITLE

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Dictionaries

Pencils

Worksheet "Create A Job Title"

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

The students will use their dictionaries to correctly spell various occupations.

PROCEDURES

1. Brainstorm various occupations with the class. List these on the board: e.g. librarian, dentist, carpenter, inventor.

2. Have the students identify the various suffixes used to help name people in various occupations - ian, er, ist, eer, or.

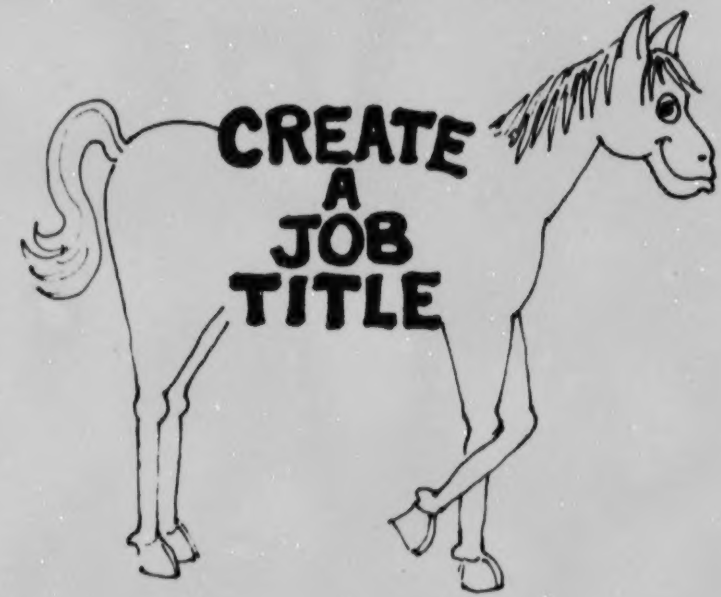
3. Ask the students how they would spell the name of a person who supervises. Would it be -er or -or? How can they determine this? This should lead to the conclusion that a dictionary would help. At this point distribute the dictionaries and have students look up supervis- . Once they have found it, have them raise their hands. Choose someone to give the page number. Have everyone turn to the page. This should be a mini lesson as to how the word is listed and where one finds the spelling.

4. Distribute the worksheet "Create a Job Title", orally read the directions, answer questions, and, if necessary, complete the first example together. The students should work independently on this activity.

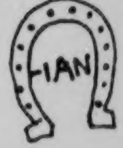
NOTE TO TEACHER: Make sure that the students orally spell words correctly as well as checking the definition for accuracy .

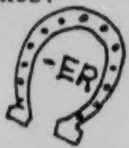
DICT. SKILLS

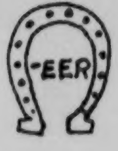
STUDENT ACTIVITY SHEET

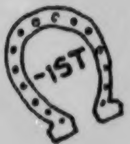


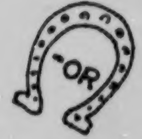
DIRECTIONS: Read each clue carefully. Using the underlined base word as your clue, attach the correct suffix to spell the correct name of the occupation. Spelling counts!











1. A person who writes stories ________________

2. A person who is elected to the Senate ________________

3. A person who fixes roofs ________________

4. A person who babysits ________________

5. A person who creates art ________________

6. A person who graduated from engineering school ________________

7. A man who acts ________________

8. A person who manages a soccer team ________________

9. A person who illustrates ________________

10. A person who takes photographs ________________

DICT.
SKILLS

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

DIRECTIONS: Read each clue carefully. Using the underlined base word as your clue, attach the correct suffix to spell the correct name of the occupation. Spelling counts!

1. A person who writes stories	Writer
2. A person who is elected to the Senate	Senator
3. A person who fixes roofs	Roofer
4. A person who babysits	Babysitter
5. A person who creates art	Artist
6. A person who graduated from engineering school	Engineer
7. A man who acts	Actor
8. A person who manages a soccer team	Manager
9. A person who illustrates	Illustrator
10. A person who takes photographs	Photographer

SUPPLEMENTARY RESOURCES

STUDENTS

Hopke, William E. and Parramore, Barbara. Children's Dictionary of Occupations. Philadelphia, Pa.: Career Futures, Inc., 1974 (BICEP 3279).

Many Thousand Words .. Work Pictures. Seattle, Washington: Highline School District, 1976 (BICEP 3310).

Schwartz, Linda. When I Grow Up, Discovering Careers Through Self-Directed Activities. Prentice-Hall Learning Systems, 1976, "Research in IST" #20 (BICEP 3280).

TEACHER AND STUDENTS

Fiengold, S. Norman. Livelyhoods - Careers For Your Lifestyle. Boston, Mass.: Houghton Mifflin Co., 1974 (BICEP 4040).

Peterson, Marla et al. Job Lab I. Boston, Mass.: Houghton Mifflin Co., 1976 (BICEP 4070)

FOLLOW-UP ACTIVITIES

While using the dictionary students may look up other job titles (two each). Divide the class into two teams. Each person has a chance to read his/her clue while the others guess. The team with the most points wins.

TEACHER'S NOTES

DICT. SKILLS

OCCUPATIONAL INFORMATION

FAMOUS FICTIONAL FACES

MATERIALS/RESOURCES

Dictionaries
Pencils
Worksheet "Famous Fictional Faces"

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Using the dictionary, the students will look up famous fictional characters and determine their authors.

PROCEDURES

1. Ask the students who Rip Van Winkle was. (a fictional character who fell asleep for many years, woke up to find things very much changed)
2. Ask students to determine who wrote the story of Rip Van Winkle. If students cannot answer the question, ask them how they would go about finding out the answer: card file in library, encyclopedia, dictionary.
3. Distribute the dictionaries and have students look up Rip Van Winkle. Refrain from directing students where to look at this time.
4. Have everyone turn to the page once someone has found the entry.

   Rip Van Winkle - Washington Irving

5. Bring to students' attention that the entry was listed under R. Peculiar, because most names are listed by last names first. Why is this entry different? Rip was a fictional character.
6. Distribute worksheets, read the instructions aloud and answer any further questions.
7. Have students work independently on this activity.

DICT. SKILLS

STUDENT ACTIVITY SHEET

NAME

DATE

CLASS

Famous Fictional Faces

DIRECTIONS:

1. Sherlock Holmes
2. Juliet
3. Frankenstein
4. Ariel
5. Scrooge
6. Macbeth
7. Don Quixote
8. Hiawatha
9. Hamlet
10. Robinson Crusoe

DICT. SKILLS

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DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

NAME ____________________

DATE ____________________

CLASS ____________________

DIRECTIONS:

1. Sherlock Holmes
   Arthur Conan Doyle
2. Juliet
   William Shakespeare
3. Frankenstein
   Mary Shelly
4. Ariel
   William Shakespeare
5. Scrooge
   Charles Dickens
6. Macbeth
   William Shakespeare
7. Don Quixote
   Miguel de Cervantes
8. Hiawatha
   Henry Wadsworth Longfellow
9. Hamlet
   William Shakespeare
10. Robinson Crusoe
    Daniel Defoe

DICT.
SKILLS

SUPPLEMENTARY RESOURCES

TEACHER

Koch, Kenn. Wishes, Lies and Dreams. New York: Vintage Books, 1970 (BICEP 3309).

Frank, Marjorie. If You're Trying to Teach Kids How to Write You've Got To Have This Book. Nashville, Tenn.: Incentive Publications, 1979 (BICEP 3270).

Curriculum Guide, Language Arts and Career Education, K-5. Cashmere, Wash.: Career Education Project, 1975-76 (BICEP 1070).

FOLLOW-UP ACTIVITIES

This activity could be used as an introduction to the classics in literature.

This activity could be used during holiday seasons prior to or following a T. V. show or school film.

December - Scrooge
October - Frankenstein
November - Hiawatha

This activity could also be a part of a creative writing program.

TEACHER'S NOTES

I-DEN-TI-FI-CA-TION OC-CU-PA-TION

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Small White Envelopes

Occupations Cut Into Individual Letters

Crayons/Magic Markers

Pencils

Dictionaries

Stop Watch/Egg Timer/Cake Timer or Wrist Watch with Second Hand

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Two Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

Having become familiar with the general skills and tasks of a variety of occupations, students will identify these careers by dividing them into syllables and spelling the occupations correctly.

PROCEDURES

1. Begin activity with a listening exercise. Teacher will say a list of occupations. A sample list is included below:

Magician	Ma-gi-cian
Soloist	So-lo-ist
Auctioneer	Auc-tion-eer
Biologist	Bi-ol-o-gist
Surveyor	Sur-vey-or
Cartographer	Car-tog-ra-pher
Osteopath	Os-te-o-path
Archaeologist	Ar-chae-ol-o-gist
Orthodontist	Or-tho-don-tist
Secretary	Sec-re-tar-y

Teacher should determine words depending on the level and knowledge of syllables of the group.

2. Once the word is said, have the students respond by telling the teacher the number of syllables they hear in the word. At least two responses will be accepted. After two responses, students will use individual dictionaries to check responses. Definitions can be discussed also.

3. Once correct response is given, write full word and then word in syllables for students to see.

Meteorologist	Me-te-or-ol-o-gist

A discussion of the occupation can also occur.

DICT. SKILLS

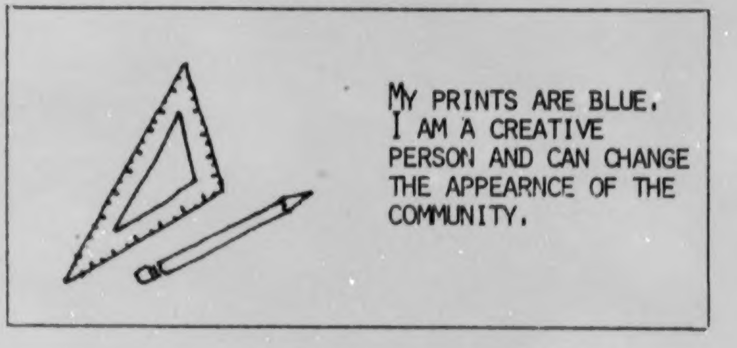
PROCEDURES Continued

4. Explain to the students that now they are familiar with the process they will solve the syllable mysteries on their own.

   NOTE: Teacher should have envelopes and words cut into syllables prior to this point in the activity. Laminating the letters will assure longer durability. A team consisting of an artistic student, a very able speller, and a clue writer could prepare these materials for the teacher prior to beginning the activity.

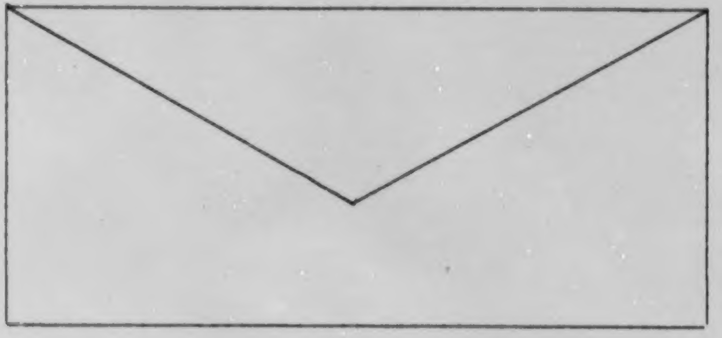
5. Have letters cut, placed in envelope, and a visual as well as verbal clue placed on the outside of the envelope. An identification number will also be placed on the outside of the envelope for purposes of an answer key. A sample is included below.

FRONT OF ENVELOPE



A	R	C	H	I	T	E	C	T

BACK OF ENVELOPE



6. Give each student an envelope making sure the back is facing them. Caution students to not turn envelope over until signal is given. They will also have a closed dictionary on the side of their desks.

7. Have a time limit for solving each "I-DEN-TI-FI-CA-TION OC-CU-PA-TION" based on student learning levels. (Use egg timer/stop watch/cake timer or wrist watch with a second hand.)

PROCEDURES Continued

8. Give a signal (ring a bell, say "begin", etc.) and students will then turn over envelope, read clue, spread out letters on his/her desk, put them in correct order and then divide them into syllables all within given time limit. Once these steps have been completed, student will call out "I-DEN-TI-FI-CA-TION OC-CU-PA-TION". Teacher will check response and, if accurate, student will receive a point (point/ stars/or other similar recognition device).

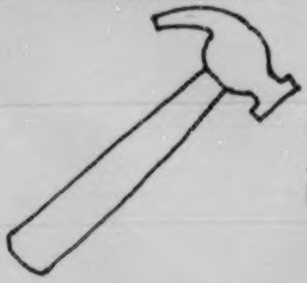
   NOTE TO TEACHER: Even though one person responds and time is up, all other students should be allowed to complete their envelopes. A variation can be to have unsolved responses put back in envelopes, passed in and distributed to different students for a second round. Also, students should be reminded that if they can't identify the word, they should look up synonyms to unravel the mystery.

9. Begin procedure from #8 again and once more look for fastest mystery solver.

10. Place materials for this activity in a learning center. Certain students may wish to develop some for their classmates.

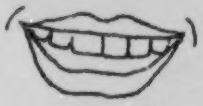
STUDENT ACTIVITY SHEET

I-DEN-TI-FI-CA-TION OC-CU-PA-TION



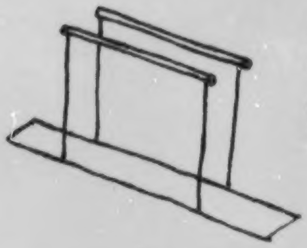
I BUILD AMERICA WITH SAWS, HAMMERS, LEVELS, AWLS AND BUILDING MATERIALS.

CARPENTER



I GREET PEOPLE AND MAKE THEM FEEL COMFORTABLE AS THEY WAIT FOR APPOINTMENTS.

RECEPTIONIST



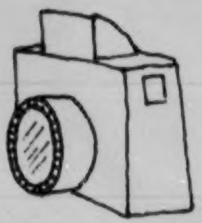
IF YOU BROKE A BONE, OR HAD DIFFICULTY IN PHYSICAL MOVEMENT, I WOULD HELP YOU MOVE FREELY AGAIN.

PHYSICAL THERAPIST

DICT. SKILLS

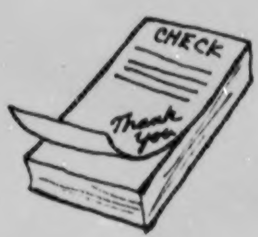
STUDENT ACTIVITY SHEET

I-DEN-TI-FI-CA-TION OC-CU-PA-TION



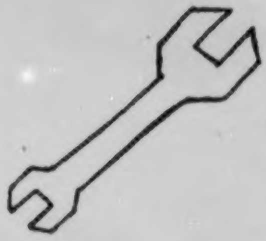
I NEED ONE OF THESE TO ACCURATELY DO MY WORK WITH THE NEWSPAPER.

NEWSPAPER PHOTOGRAPHER



I SERVE PEOPLE WHEN THEY WISH TO HAVE A MEAL IN A PLACE OUTSIDE THEIR HOME.

WAITER/WAITRESS



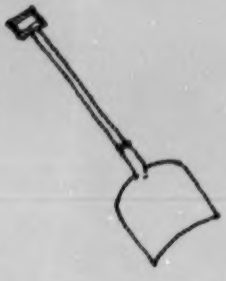
I WORK WITH WATER, PIPES, SINKS, TOILETS AND WRENCHES.

PLUMBER

DICT. SKILLS

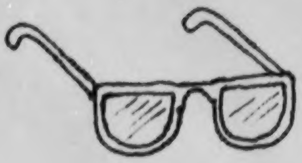
STUDENT ACTIVITY SHEET

I-DEN-TI-FI-CA-TION OC-CU-PA-TION



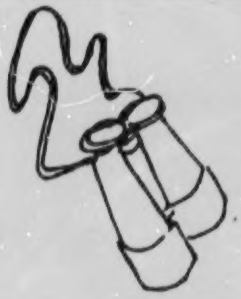
I RESPECT THE PAST, AND DON'T MIND GETTING DIRTY ON MY JOB AS I DIG FOR FACTS.

A R C H A E L O G I S T



I MAKE PEOPLE READ CHARTS AND NUMBERS WHEN THEY COME TO ME FOR ADVICE.

O P T O M E T R I S T

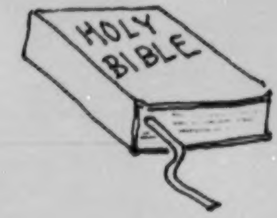


MY MENTOR IS JOHN AUDUBON. I AM CONCERNED WITH FLIGHTS AND PATTERNS.

O R N I T H O L O G I S T

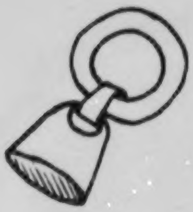
STUDENT ACTIVITY SHEET

I-DEN-TI-FI-CA-TION OC-CU-PA-TION



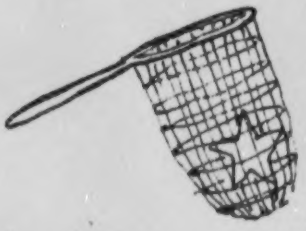
DEPENDING UPON MY BELIEFS, I AM CALLED BY SEVERAL NAMES. I TEACH THEOLOGY.

C	L	E	R	G	Y		P	E	R	S	O	N



I MUST BE PATIENT, GENTLE, AND SKILLED IN CHILDREN'S MALADIES BECAUSE PARENTS PUT GREAT TRUST IN ME.

P	E	D	I	A	T	R	I	C	I	A	N

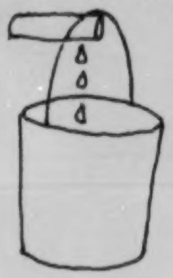


SOMEDAY MY KNOWLEDGE AND RESERACH MAY HELP US LIVE UNDER THE SEA.

O	C	E	A	N	O	G	R	A	P	H	E	R

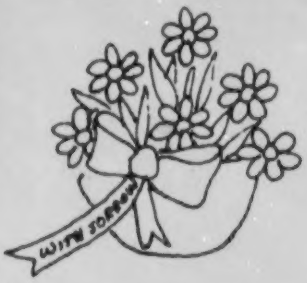
STUDENT ACTIVITY SHEET

I-DEN-TI-FI-CA-TION OC-CU-PA-TION



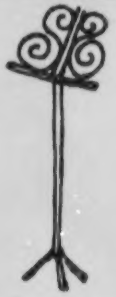
I TAP TREES FOR THEIR SWEET SAP AND THEN MAKE IT INTO AN EDIBLE PRODUCT.

M A P L E S U G A R E R



I COMFORT PEOPLE IN TIMES OF PERSONAL LOSS AND PROVIDE SERVICES TO THE DECEASED AND THEIR FRIENDS/FAMILY.

M O R T I C I A N



MY NAME CAN BE ASSOCIATED WITH TRAINS AS WELL AS WITH A SYMPHONY ORCHESTRA.

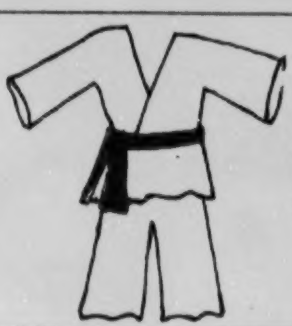
C O N D U C T O R

STUDENT ACTIVITY SHEET

I-DEN-TI-FI-CA-TION OC-CU-PA-TION

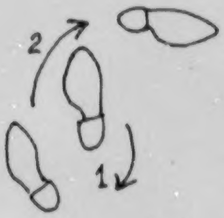
I MANAGE LARGE COMPANIES AND HAVE ADMINISTRATIVE AUTHORITY. I MAKE POLICY REGARDING MONEY AND EMPLOYEE BENEFITS.

E X E C U T I V E



I TEACH AN ANCIENT ART OF SELF-DEFENSE USING PARTS OF THE BODY.

K A R A T E I N S T R U C T O R



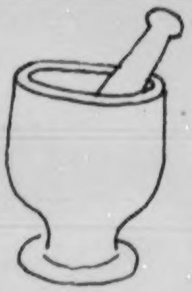
I COMPOSE AND ARRANGE DANCE NUMBERS FOR PERFORMERS.

C H O R E O G R A P H E R

DICT. SKILLS

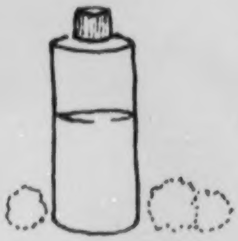
STUDENT ACTIVITY SHEET

I-DEN-TI-FI-CA-TION OC-CU-PA-TION



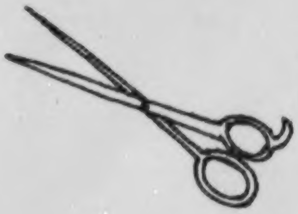
I'M ALSO KNOWN AS A DRUGGIST. I MUST HAVE A KNOWLEDGE OF THE LATIN LANGUAGE.

PHARMACIST



I BEAUTIFY PEOPLE'S COMPLEXIONS.

COSMETOLOGIST



I CUT, STYLE, AND SET PEOPLE'S HAIR.

HAIRDRESSER

DICT.
SKILLS

SUPPLEMENTARY RESOURCES

TEACHER

Bank, Ira M. Curriculum Careering, A Career Education Game Book. Moravia, New York: Chronicle Guidance Publications, Inc., 1974 (BICEP 3053).

Croy, Beverly. Birdseye View of Language Arts. Belmont, Calif.: Fearon-Pitman Publishers, Inc., 1977 (BICEP 3088).

FOLLOW-UP ACTIVITIES

A more sophisticated game can be to have only a one word clue on each envelope.
Example: Teacher

Answer:

P	R	O	F	E	S	S	O	R

Another variation can be to put a cluster symbol on outside of the envelope and a verbal clue.
Example: Health symbol

Written Clue: I assist many people with health related tasks in a hospital. My occupation does not require a college degree.

Answer:

O	R	D	E	R	L	Y

TEACHER'S NOTES

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DICT. SKILLS

Oral Communication

HAPPY PACKAGES

SELF CONCEPT

MATERIALS/RESOURCES

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After a "Magic Circle" discussion, children will pretend they have a package containing whatever would make them the happiest.

PROCEDURES

1. Have students sit in a circle. Make sure they are comfortable and are sitting at the same eye level if possible so it is easy to see everyone else.
2. Discuss the fact that different things make different people happy.
3. Ask each student to think of some things that would make him/her happy.
4. Give each student a chance to tell about his/her box.
    - How big is it?
    - How many things are in it?
    - What shape is it?
5. Give others an opportunity to ask questions and to guess what's inside.
6. Have the student tell what is really in his/her box.

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SUPPLEMENTARY RESOURCES

TEACHER

Ballard, Jim. Circlebook, A Leader Handbook for Conducting Circletime, A Curriculum of Affect. Amherst, Mass.: Mandala, 1975, pp. 15-21 (BICEP 2503).

Developing Understanding of Self and Others (DUSO) #1 Kit. American Guidance Service. Circle Pines, Minn. (BICEP 4066).

Thompson, Elaine and Sutphin, Barbara. Interpersonal Relations, Level One. Mesa, Arizona Public Schools, 1976 (BICEP 2510).

STUDENTS

Only Me. Lexington, Mass.: Alphapress, 1976 (BICEP 3101).

FOLLOW-UP ACTIVITIES

Students could design and create "Happy Packages" for their parents, school workers, and classroom volunteers. They could also "adopt" friends in a local nursing home and deliver gifts at appropriate seasonal or remembrance occasions. The value of sharing becomes a reality with this type of activity.

TEACHER'S NOTES

ACTING OUT A FANTASY

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

- A Stick or Pointer
- Tablecloth
- Table
- Microphone (moveable one from tape recorder)
- "Acting Out A Fantasy" Suggested List of Jobs
- A Doll
- Toy Truck
- Toy Car

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Two Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

Using a simple prop, the students will pantomime various jobs.

PROCEDURES

1. Initiate a class discussion of various community jobs using a teacher prepared list.

    Some sample discussion questions are:

    What are some of the occupations in our community?

    What type of work do your parents do? Relatives?

    How many jobs can you name?

2. Have students choose one prop (volunteers first), practice and pantomime one job on the list. Teacher could include warm-up exercises and a sample demonstration of pantomime before beginning. Discuss what a pantomime is, how someone accomplishes a pantomime using exaggerated actions and no talking.

    Some sample warm-ups are:

    Students would pretend to "catch" an imaginary ball the teacher has thrown. Teacher will vary the type of ball thrown (baseball, tennis, football) and student has to decide how to "catch" ball and show this with varying arm movements (Teacher and student/ one on one)

    Children would sit in a circle and teacher would begin by playing and molding an imaginary hunk of clay into a particular object or form. Students would watch how teacher manipulates clay. Then group will guess what has been formed. When clay form has been guessed the teacher

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will pass it to person next to him/her and the process begins again. Teacher would stress how the clay is heavy and bulky as he/she passes it by pantomime movements.

3. Have students decide on their own lists and pantomime jobs not on the prepared list. Spread out pantomimes, if possible, over a two-day period, or more, in order to keep up interest and so students will not be involved in the same activity for too long.

4. Have the class make activity a guessing game. Student would perform a thirty to sixty second pantomime and then have everyone guess the occupation.

PANTOMIME SUGGESTIONS

- Getting up, dressing, eating breakfast, and leaving for school.
- Parent getting up, dressing, eating breakfast, and leaving for work.
- Any type of physical exercise or game situation such as playing tennis or jumping rope.
- Being a cowboy and riding a bucking bronco in a western rodeo.
- Being a circus performer and walking a tight rope or performing on a trapeze bar.
- Being a taxi driver and making one's way through heavy traffic in a city at rush hour.
- Pretending to be a television viewer. Have classmates guess from the expressions on one's face what kind of a show is being watched.
- Being a cat about to sneak up on a mouse.
- Acting out what type of scene would be evidenced if one was reading the world's saddest story.
- Entering the grounds of a haunted house.
- Climbing a mountain to rescue someone in a blizzard and raging snow storm (this pantomime could involve more than one student).
- Reacting promptly to an emergency situation in one's home (this pantomime could include a family).

STUDENT ACTIVITY SHEET

ACTING OUT A FANTASY

Suggested List of Jobs

Stick or Pointer

- Professional Golfer
- Professional Tennis Player
- Professional Baseball Player
- Professional Painter (house or artist)

Chair

- Pilot
- Bus Driver
- Astronaut
- Lifeguard

Table Cloth

- Waitress/Waiter
- Sailboat (sailmaker)
- Actress/Actor
- Beautician
- Barber
- Parachute Jumper

Microphone

- Radio Announcer
- Recording Star (Donnie & Marie, Shana, Debbie Boone, etc.)
- Meteorologist, Weather Forecaster
- T. V. News

Doll

- Nurse
- Mother/Father
- Doctor

Truck

- Truck Driver
- Firefighter
- Sanitary Worker
- Street Cleaner

Car

- Police Officer
- Firefighter
- Taxi Cab Driver

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SUPPLEMENTARY RESOURCES

TEACHER

Project DELTA Developing Elementary Learning Through The Arts. Seekonk, Mass. Title IV-c Project, H. Alan Brown, Director, 1978, pp. 6-9 (BICEP 1138).

Schaff, The Language Arts Idea Book. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976, pp. 46-49 (BICEP 3137).

Wilt, Joy and Watson, Bill. Relationship Builders, 156 Activities and Games For Building Relationships, Ages 8-12. Waco, Texas: WORD Educational Products Division, 1978, "Drama and Storytelling", pp. 87-103 (BICEP 3269).

STUDENTS

Vernon, Howard. Puppet and Pantomime Plays. New York, N.Y.: Sterling Publishing Co., Inc., 1967 (Centerville).

FOLLOW-UP ACTIVITIES

Encourage older students to research more specialized occupations for pantomime.

Share pantomimes with a younger group of children to help them learn occupational information and pantomime techniques.

TEACHER'S NOTES

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I KNOW SOMETHING GOOD

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Box

Names of class members written on strips of paper

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After a discussion about the good feelings we have when someone says something good about us, the students will draw a name from a box and say something positive about that person.

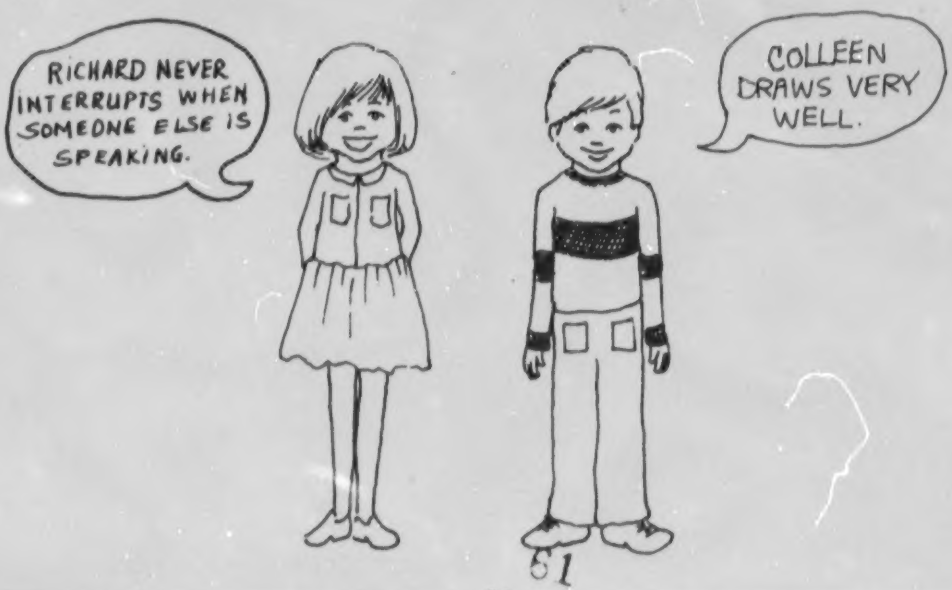
PROCEDURES

1. Discuss good feelings with the class.

   Some examples might include:

      If someone says I draw well, it makes me feel really good.

      If I have a new outfit to wear and someone says it's pretty, I feel good inside.


RICHARD NEVER INTERRUPTS WHEN SOMEONE ELSE IS SPEAKING.
COLLEEN DRAWS VERY WELL.

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PROCEDURES Continued

If I get a present I really have been wanting, I feel good inside.
If my parents tell me they trust me, I feel proud inside.
If I get my favorite seat on the bus, I feel good inside.
If the teacher says I have a good paper, I feel good inside.

2. Have the students sit in a circle.

3. Place names of class members in a box.

4. Pass the box around the circle, having each student draw a name.

5. Go around the circle, having each student tell something positive about the person whose name he/she has drawn, about something he/she does well, etc.

6. Try to avoid a repetition of things said the first time as you go around the circle.

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SUPPLEMENTARY RESOURCES

TEACHER

Canfield, Jack and Wells, Harold. 100 Ways To Enhance Self-Concept In The Classroom, A Handbook for Teachers and Parents. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976 (BICEP 2570).

Meredith, Jean and Thompson, Elaine. Understanding Myself and Others, Book One, Level III. Mesa, Arizona, Public Schools (BICEP 2510).

STUDENTS

Farnette, Cherrie. I've Got Me and I'm Glad. "Positive Chains" and "Meeting People". Nashville, Tenn.: Incentive Publications, 1977, pp. 64 and 69 (BICEP 3047).

Farnette, Cherrie et al. People Need Each Other. Nashville, Tenn.: Incentive Publications, 1979, "For A Friend" and "Special Data", p. 41 (BICEP 3150).

FOLLOW-UP ACTIVITIES

This activity can be repeated occasionally, especially when good feelings and classroom climate needs a booster.

TEACHER'S NOTES

SPIN - A - FEELING

SELF CONCEPT

MATERIALS/RESOURCES

"Bird's Eye View" Worksheet

Paste or Glue

Brass Fasteners

Magazine pictures depicting various emotions (These could be drawn in by students or teacher.)

Poster Board

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

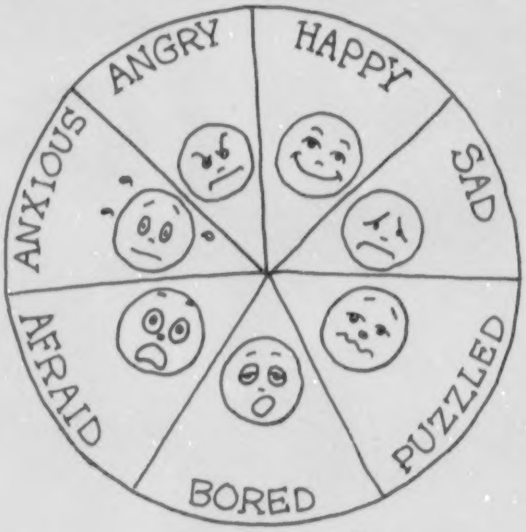
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After discussing feelings, students will make a "Feeling Wheel" depicting various feelings and tell of circumstances when they felt the emotions they spin.

PROCEDURES

1. Discuss feelings during a "Magic Circle" setting.
2. Cut a circle from poster board, divide it into four sections and illustrate appropriately, using feelings that the students bring up in the discussion.
3. Have students sit in a circle. Each will take a turn spinning the arrow. Each student should tell of circumstances in which they felt the emotions they "spin".



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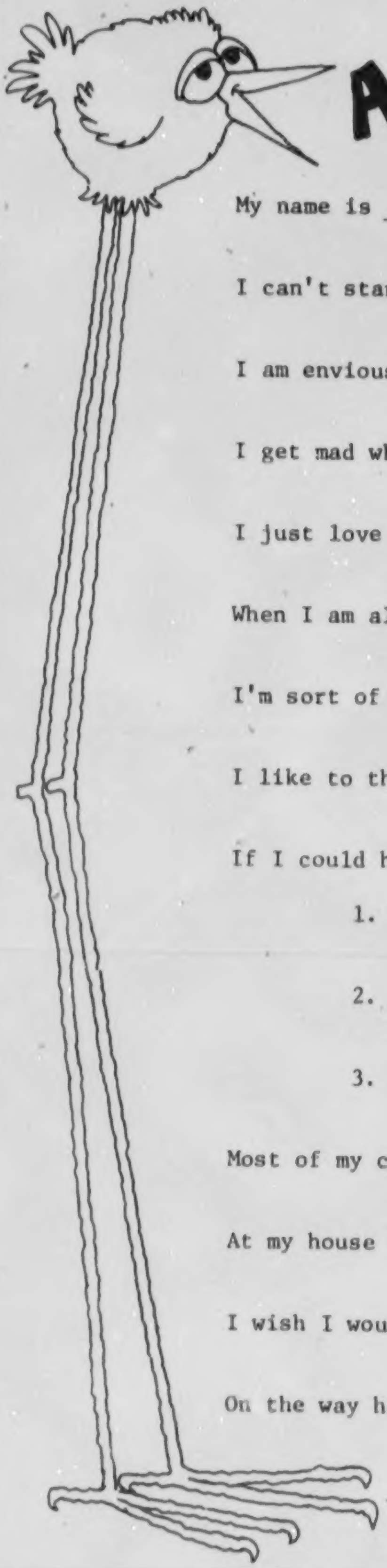
STUDENT ACTIVITY SHEET

Spin - A - Feeling

A Bird's EYE ViEW



My name is ______________________________

I can't stand ______________________________

I am envious when ______________________________

I get mad when ______________________________

I just love to ______________________________

When I am alone I ______________________________

I'm sort of afraid of ______________________________

I like to think about ______________________________

If I could have three wishes, I'd ask for ...

1. ______________________________
2. ______________________________
3. ______________________________

Most of my classmates ______________________________

At my house I feel ______________________________

I wish I would always feel ______________________________

On the way home from school I feel ____________________

____

ORAL COMM.

STUDENT ACTIVITY SHEET

"A Bird's Eye View"(Page 2)

I don't know why sometimes I feel ______________________________

Everyday I feel ______________________________

The worst thing that ever happened to me made me feel ____________

____

I hope someday I will ______________________________

My favorite feeling is ______________________________

The nicest thing I could do for someone else is ______________

____

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ORAL COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Elardo, Pyllis and Cooper, Mark. AWARE - Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977 (BICEP 3274).

Timmerman, Tim and Ballard, Jim. Strategies in Humanistic Education, Vol. One. Amherst, Mass.: Mandala Press, 1978 (BICEP 2504).

TEACHER AND STUDENTS

How Do You Feel? Kit of Captioned Filmstrips. Lakeland, Florida: Learning Resources Company (BICEP 4019).

Our Group and Me, Career Development Units For The Elementary Classroom. Coloma, Michigan: Coloma Community Schools, 1977 (BICEP 1110).

FOLLOW-UP ACTIVITIES

Using the worksheet "Bird's Eye View" will give additional opportunity for students to air their feelings and begin the foundation for developing a personal value system.

TEACHER'S NOTES

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GETTING TO KNOW YOU

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

"Getting To Know You" Worksheet
Pencil
Paper

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Partners

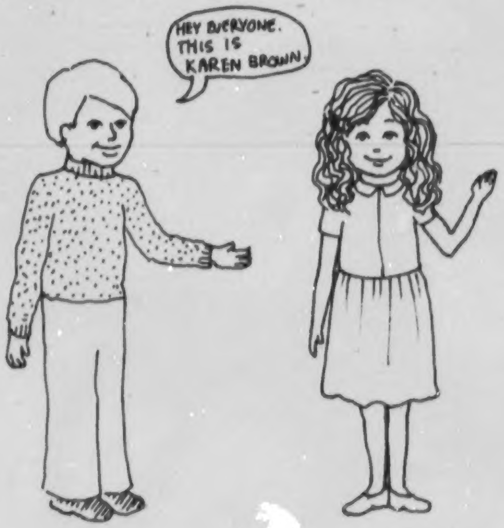
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After interviewing a classmate, the students will introduce him/her to the group.

PROCEDURES

1. Have students make up interview questions after discussion of interviewing techniques. Interview techniques which might be discussed are included below.
   - Arrive on time for scheduled interview.
   - Introduce yourself.
     - Name
     - School
     - Grade
     - Teacher
   - Explain reason for conducting an interview.
   - Speak clearly so people can understand your comments and questions.
   - Listen carefully and record information.
   - Be friendly and polite.
   - Thank person for answering interview questions.


HEY EVERYONE.
THIS IS
KAREN BROWN.

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PROCEDURES Continued

2. Have student partners interview each other, jotting down pertinent information.
3. Organize the information making sure they have enough information to be able to introduce their partners with poise.
4. Introduce partner to the rest of the class and tell his/her interests, hobbies.
5. Include teacher in activity.

NOTE: GOOD FOR THE BEGINNING OF THE YEAR!
Encourage students to ask a variety of questions.

STUDENT ACTIVITY SHEET

GETTING TO KNOW YOU

(AN AUTOBIOGRAPHICAL REFLECTION OF ME)

Perhaps your teacher will invite you to compose an autobiography of your life as the new school year begins. This will give you an opportunity to share things about yourself so that others can get to know you better. The following is an outline which you might like to use as an autobiographical guide.

I. Birth
  A. Where
  B. When

II. Parents and Family
  A. Father and Mother
    1. Occupation of each
  B. Brothers and Sisters
    1. If older, where they live and work
    2. If younger, pre-school or student

III. Pre-school Days
  A. Things I remember which were interesting and unusual (include trips, activities)

IV. School Days
  A. Where
  B. What school subjects I enjoy most
  C What school subjects I enjoy least
  D. What I think I'm best at

V. My Hobbies and Interests
  A. What I do during my leisure time
  B. In what ways my hobbies help me

VI. My Likes and Dislikes
  A. Food
  B. Companions
  C. Work at home
  D. In kinds of books
  E. Games or activities

VII. What I'd like to be when I grow up
  A. Mention several things you'd like to do and the reasons for your choices
  B. If entirely undecided, say so.

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SUPPLEMENTARY RESOURCES

TEACHER

Elardo, Phyllis and Cooper, Mark. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publications, 1977, "Let's Become Acquainted", pp. 4-6 (BICEP 3274).

Wells, Harold and Canfield, John. About Me, Teacher's Guide. Chicago, Ill.: Encyclopaedia Brittanica Educational Corp., 1970, Act. #5, p. 15 (BICEP 3276).

STUDENTS

Farnette, Cherrie et al. I've Got Me and I'm Glad."Meeting People". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3045).

Farnette, Cherrie et al. People Need Each Other. Nashville, Tenn.: Incentive Publications, 1979, p. 43 (BICEP 3150).

FOLLOW-UP ACTIVITIES

Write a newspaper article about the person you interviewed. This could be included in a class journal to share with parents and friends.

TEACHER'S NOTES

GET ACQUAINTED

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

"Get Acquainted" Worksheet

Pencils

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Students will become aware of others' interests and values by completing the "Get Acquainted" worksheet.

PROCEDURES

1. Distribute "Get Acquainted" worksheet to each student.

   NOTE: Teacher may wish to change items to fit the group with whom he/she is working, making sure there will be at least one item which refers to each individual student.

2. Instruct students to move around the classroom meeting and talking with each other until they have completed the worksheet. The worksheet is completed when they have placed a name beside each description. Each item should have a different name after it.

3. Place a time limit on the group if it seems appropriate.

4. After sheets are completed, read the descriptions to find the various students that fit each description.

5. Have students identify someone they "met" in this "Get Acquainted" activity.

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STUDENT ACTIVITY SHEET

Get Acquainted

INSTRUCTIONS: Find a person in the room who fits one of the descriptions below. Place his or her name on the worksheet in the appropriate space provided. Continue until all blanks are filled. Each name may appear only one time.

FIND A PERSON WHO: NAME: ____________________

1. Has read a book for pleasure in the last two weeks. ____________________
2. Plays a musical instrument. ____________________
3. Has been camping recently. ____________________
4. Loves to go horseback riding. ____________________
5. Has ever written a "letter to a pen pal". ____________________
6. Has an unusual hobby or pastime. ____________________
7. Has met a famous person. ____________________
8. Thinks children should get an allowance for work they do at home. ____________________
9. Has had a scary dream recently. ____________________
10. Likes to ski. ____________________
11. Has taken or is now taking karate lessons. ____________________
12. Has a friend from another country. ____________________
13. Wears seat belts when riding in a car. ____________________
14. Is an only child. ____________________
15. Has more than three brothers. ____________________
16. Has visited a foreign country. ____________________
17. Can swim. ____________________
18. Has a regular job. ____________________
19. Has a special collection. ____________________
20. Has done a good deed for someone this week. ____________________

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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Howe, Mary Martha and Howe, Leland. Personalizing Education Values Clarification and Beyond. New York, N.Y.: Hart Publishing Co. (BICEP 2509).

Magnussen, Carolyn. You Plus??? Equals Friendship, Self Knowledge and Interpersonal Skills. Univ. of Missouri: Career Education Curriculum Project, 1974 (BICEP 3166).

STUDENTS

Sidley, Elayne. Values (Spirit Masters). Carson, California: Educational Insights, 1977 (BICEP 3277).

TEACHER AND STUDENTS

Farnette, Cherrie et al. People Need Each Other. Nashville, Tenn.: Incentive Publications, Inc., 1979, "Looking Around", p. 87 (BICEP 3150).

FOLLOW-UP ACTIVITIES

A follow-up discussion will help students realize that some people may have interests and values very different from their own. This activity can be used effectively at the beginning of a school year at either primary or intermediate level. Teachers can "adjust descriptions" based on their students so that every child's interests can be included.

TEACHER'S NOTES

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WHAT WORRIES ME MOST

SELF CONCEPT

MATERIALS/RESOURCES

Pencils

"What Worries Me Most" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After discussing various things children worry about, the students will list five things they worry about and describe each in the varying degrees listed.

PROCEDURES

1. Explain purpose of activity: to share things that are worrisome.
2. Divide the class into small groups of three to five members. Have students list various things they worry about. For example: "I wish I were smart." or "I'm too fat." or "I often feel lonely."
3. After about fifteen minutes of small group work, reconvene as a full class to share and discuss these lists.
4. Distribute the worksheet and have students rate the specified worries. This exercise is to be completed independently.
5. Have students keep responses in a "ME" file of personal thoughts and papers collected throughout the year.

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STUDENT ACTIVITY SHEET

WHAT WORRIES ME MOST

Place a ✓ in the space that best describes how you feel about each statement listed below. Try to be honest with yourself. There are no right or wrong responses.

	I Worry A Lot About This	I Worry About This Once In A While	I Seldom Worry About This	This Doesn't Bother Me
I wish I were smarter.				
I wish I were better in sports.				
I often feel lonely.				
It's hard for me to talk about my feelings.				
I'm not as good looking as I'd like to be.				
No one really listens to what I have to say.				
I don't have many friends.				
Other people don't like me.				
Talking in front of people makes me nervous.				
I'm afraid I won't get my homework done in time.				
Adults expect too much of me.				
I'm worried about what I will be when I grow up.				

ORAL COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Curwin, Richard and Geri. Developing Individual Values In The Classroom. Palo Alto, Calif.: Learning Handbooks, 1974, Activity #1, p. 28 and "The Journal", p. 80 (BICEP 3007).

Schaff, Joanne. The Language Arts Idea Book - Classroom Activities for Children. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976, "Discussing Childhood Fears", p. 160 (BICEP 3137).

Thompson, Elaine and Meredith, Jean. Understanding Myself and Others, Book One, Level III. Mesa, Arizona, Public Schools (BICEP 2513).

Timmerman, Tim and Ballard, Jim. Strategies in Humanistic Education, Volume III. Amherst, Mass.: Mandala Press, 1978, "Fear", pp. 107-119 (BICEP 2506).

TEACHER AND STUDENTS

Becoming Yourself 2. Englewood Cliffs, N.J.: Scholastic Magazines, Inc., 1975 (BICEP 4028e).

FOLLOW-UP ACTIVITIES

Upon completion of this activity students need to discuss that a healthy self concept helps people to be more successful in their relationships with others as well as in their work roles. Worries, without legitimate bases, hinder personal progress.

TEACHER'S NOTES

ORAL COMM.

SQUIRMY SITUATIONS

DECISION MAKING

MATERIALS/RESOURCES

Large Can (Coffee can covered with contact paper works well)

Paper or Cards

"Squirmy Situations" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

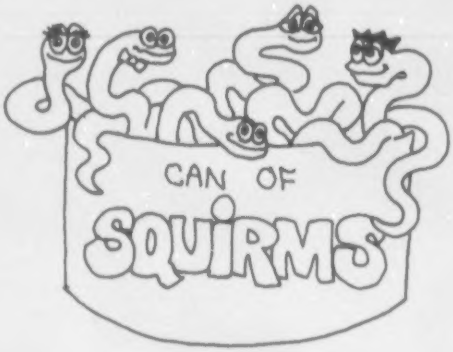
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Having prepared cards describing situations which make students uneasy, the students will select cards and discuss solutions to the problems.

PROCEDURES

1. Prepare cards or slips of paper with a variety of situations which make students uneasy.
2. Place in can. (See illustration).
3. Have students draw a "squirm" out of the can and describe how they would handle the situation.



HERE ARE SOME SAMPLE SQUIRMS:

Your teacher has asked you to help with a school project at recess. You want to play soccer. What do you do?

You and your friend just hit a ball through the school window. Your friend runs away. What do you do?

You dislike the name "Henrietta" and have just told a group of people so. Someone says, "That's my name." What do you do?

Your mother just came home from the hairdresser. You think her new hairstyle is ugly! What do you do?

Someone in your class is stealing lunch tickets each day while you are in science class. You know who it is. What do you do?

ORAL COMM.

STUDENT ACTIVITY SHEET

SQUIRMY SITUATIONS

SITUATION CARDS

Imagine that you are in a store with some friends. You see one of your friends take something from the the store and put it in his pocket. Should you say say something or pretend you didn't notice?

You have just moved to a new town and go to a new school. You were very close to your friends and knew everyone in school and everyone knew you. You are having trouble in this new town making friends. You start hanging around some kids. You like them. They dare you to go downtown to the drugstore and steal something. You don't know what to do. They say they won't be your friends unless you do what they say. What do you do?

You have two real close friends. The three of you do everything together. One day, one of your friends does something to upset the other. They continue to discuss with you how they are growing to hate each other. After several weeks you realize you are caught in the middle. Each friend wants you to side with him/her. What do you do?

You just found out that there is going to be a cheer leader contest in your school. You've always wanted to be a cheer leader but you don't feel you'll be chosen because only the "popular" kids get breaks like that. Besides, the day they plan to have practice is the day you have your ballet lessons. The recital is coming up soon and you are one of the star performers. Can you find courage to enter the cheer leading contest? How will you resolve the problem of not being able to do both things you desire?

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STUDENT ACTIVITY SHEET

SQUIRMY SITUATIONS

TEAM MEMBERS

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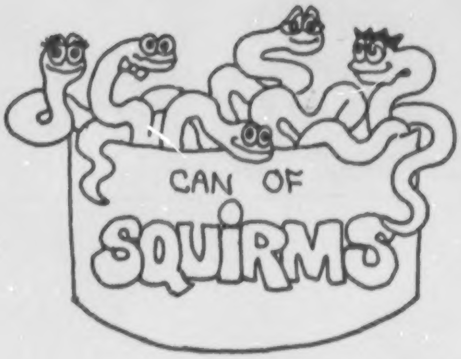


PROBLEM SOLVING

WHAT IS THE PROBLEM? ______________________

LIST POSSIBLE WAYS TO SOLVE.

1. ______________________

2. ______________________

3. ______________________

WHICH SOLUTION DO YOU THINK IS THE BEST? # ______________________

WHY? ______________________

ORAL COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Can of Squirms, Intermediate Level. Downers Grove, Ill., Arthur Meriwether, Inc., 1971 (BICEP 4065).

Timmermann, Tim and Ballard, Jim. Strategies in Humanistic Education, Volume III, Activity Section/Fear. Amherst, MA., Mandala Press, 1978 (BICEP 2506).

TEACHER AND STUDENTS

Becoming Yourself 2, A Scholastic Sound Filmstrip Program in Values. New York, N.Y., Scholastic Magazines, Inc., 1975 (BICEP 4028E).

What Do You Think? Values F/C Series. Mahway, N.J., Educational Reading Services, 1974 (BICEP 4027).

FOLLOW-UP ACTIVITIES

After the students have shared the "teacher made" squirms and discussed decisions or alternative solutions to the problems presented, suggest that teams of students (possibly three students to a group) identify problems. Encourage students to relate factual or hypothetical situations and then come to a decision as to the solution. This activity allows for meaningful valuing processes to occur. It also causes students to analyze personal behaviors.

TEACHER'S NOTES

HOW WOULD YOU FEEL?

SELF CONCEPT

MATERIALS/RESOURCES

Looseleaf Binder
Magazines
Construction Paper
Paste
Scissors

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

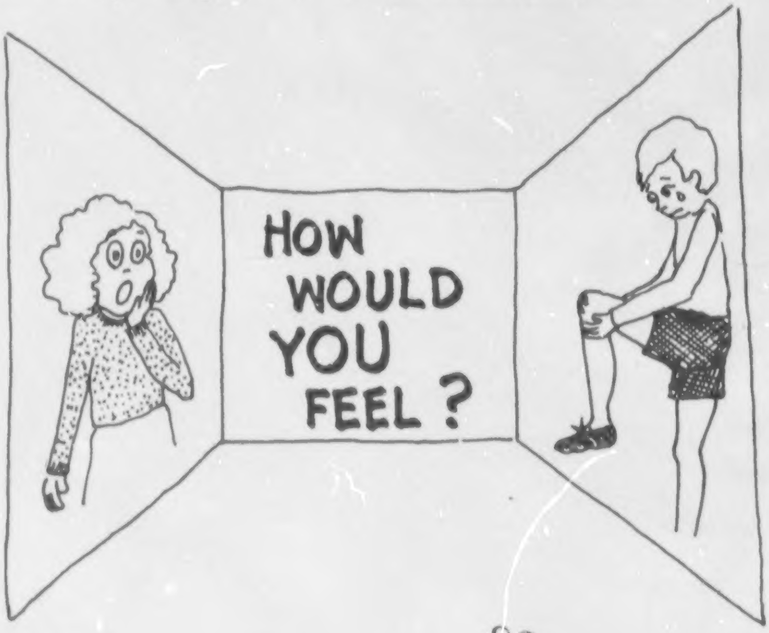
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having collected pictures of people in situations which evoke different feelings, the students will respond by describing their own feelings in that situation.

PROCEDURES

1. Instruct students to collect pictures of people in situations which evoke different feelings: i.e., excitement, joy, anger, sadness, fear, anxiety, boredom, frustration, etc. Encourage avoidance of ethnic or sex stereotyping in pictures selected. An example might be a woman frightened by a mouse.


HOW WOULD YOU FEEL ?

ORAL COMM.

PROCEDURES Continued

2. Mount the pictures on construction paper and compile a looseleaf notebook of the pictures selected by the children.
3. Go through the pictures in the notebook and have the students respond verbally or on paper the way they would feel or react in that situation.
4. Discuss the various feelings and reactions evoked by the students in the group, emphasizing the legitimate value of all situations.

SUPPLEMENTARY RESOURCES

TEACHER

Ohio Group Guidance Curriculum, Kindergarten-Adult. Columbus, OH., Ohio Dept. of Education, 1977 (BICEP 2551).

Amatea, Ellen S. The Yellow Brick Road, A Source Book of Career Education Guidance Strategies for the Elementary Counselor and Teacher. Tallahassee, FLA., Career Ed. Center, 1975 "The Warm Fuzzies", p.35 (BICEP 2508).

TEACHER AND STUDENTS

DUSO # 2, Developing Understanding of Self and Others. Circle Pines, Minn., American Guidance Service, Inc., 1970 (BICEP 4067).

How Do You Feel? Kit of Captioned Filmstrips. Lakeland, FLA., Learning Resources Co., (BICEP 4019).

Liner, Morton A. "I Have Feelings", Self Awareness Fun Task Cards. Los Angeles, CA., Wise Owl Publications, 1975 (BICEP 9189).

FOLLOW-UP ACTIVITIES

This activity can be easily adapted to primary level students. It can also be an introductory activity to appreciating and discussing the individuality of all persons. Placing this activity in an occupational setting, students can discuss how sensitivity toward others is crucial for success in certain work roles. Examples of these work roles might include a psychiatrist, clergy person, hairdresser or physician.

TEACHER'S NOTES

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STORY HOUR

MATERIALS/RESOURCES

Student-made Props (If desired)

Folk or Fairy Tale for Each Student

DETAILS

LEVEL: Intermediate

TYPE: Individual

TIME: Four Class Periods

INSTRUCTIONAL OBJECTIVE

Upon completing a unit on folk or fairy tales, students will select a story and prepare an oral presentation for the primary grades.

PROCEDURES

1. Have students read and choose either a folk or fairy tale they enjoy. Have them also decide to which primary grade they would like to present the talk.
2. Have students meet with the teacher or librarian to discuss ideas and procedures to use in oral storytelling. Ideas should include:
    - Facial expressions to evoke emotions
    - Varied voice tones to demonstrate contrast
    - Props to add imagery
    - Visual aids to further illustrate story plot. Students may wish to observe techniques used by librarians, teachers and aides when working with primary students.

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PROCEDURES Continued

3. Have students learn the story to tell with or without the book. If they choose to present the story without the book, they may want to prepare a felt board, overhead transparencies or use props.

4. Possibly have a "dry run" with classmates so ideas may be shared and helpful comments given before the student goes to share with the designated primary class.

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. What's The Difference? Teaching Positive Attitudes Toward People With Disabilities. Syracuse, N.Y., Human Policy Press, 1987 "Exploring Disabilities in Folk Tales", p. 66 (BICEP 3085).

English Composition for Children, Elem/Jr.High, Series 5. "Elements of a Story", "Create a Beginning", "Developing a Character", "Building a Conflict". Verdugo City, CA., Pied Paper Productions, 1975 (Centerville).

Expressive Writing: Practical/Creative-Story Writing, Parts 1,2,3,4. Niles, Illinois, Knowledge Aid Division, 1971 (BICEP 4035B and C).

Hawley, Robert and Isabel. Writing for the Fun Of It. Amherst, MA., ERA Press, 1974 (BICEP 3177).

Landrum, Roger. A Day Dream I Had At Night, Teaching Children To Make Their Own Readers. New York, N.Y., Teachers and Writers Collaborative, 1974 (BICEP 3320).

FOLLOW-UP ACTIVITIES

Students may wish to extend the learnings in this lesson by writing their own picture book story. This can be a class project or be done by interested individuals at a learning station.

TEACHER'S NOTES

ORAL COMM.

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CHANGING INVENTIONS

DECISION MAKING

MATERIALS/RESOURCES

Collection of familiar objects with fairly well defined uses

Scissors
String
Tape
Pen
Pencils
Crayons
Paper Cups
Box

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

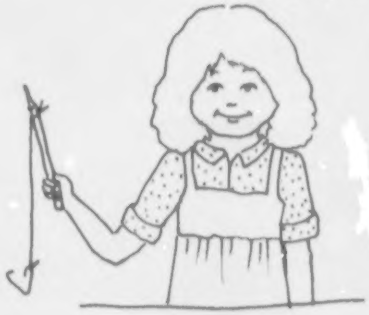
Having discussed inventions and how they apply to daily living, the students will invent, describe, and demonstrate a new use for a familiar object.

PROCEDURES

1. Discuss how various tasks may be completed in a variety of ways. An example might be dressing up for different occasions as well as the order in which students put on clothes. Another example might be planting from seeds as opposed to buying full grown plants.

2. Guide the discussion to include objects and the various uses objects may have. One could relate this to careers.

   For Example: Ball can mean basketball player
   Ball point pen
   A dance or fancy party
   A caster on a chair



* I used a pencil and a string and a paper clip to make a fishing pole.

3. Have students pretend to be inventors. Choose one or more familiar objects and invent a new use or uses for them. Taking the familiar objects and utilizing other miscellaneous materials, the individual or group can design, describe and demonstrate a new product or "invention". (The students can work in pairs or in small groups.) Put four to five objects in a bag. Have students each pick out one. Examples: newspaper, wooden spoon, rolling pin, ruler, empty can.

4. Share the results with the group.

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SUPPLEMENTARY RESOURCES

TEACHER

Career Education Curriculum Infusion Guide, K-6. Bangor, Maine Career Ed. Program, 1977 "What Are The Risks?" pages listed under Decision Making in Grades 3/4 (BICEP 1059)

Getting It Started, Technology for Children. New Brunswick, N.J., Curriculum Laboratory, 1974 (BICEP 3021).

STUDENT

Davidson, Margaret. Louis Braille, The Boy Who Invented for the Blind. New York, N.Y. Hastings House, 1971 (Osterville).

Montgomery, Elizabeth R. Henry Ford-Automotive Engineer. Champaign, Ill., Garrard Publ. Co., 1969 (Osterville).

Social Studies, Book 4. Palo Alto, CA., Scott, Foresman & Co., 1979, pp. 304-310, 313-316 (BICEP 9069).

Striker, Susan and Kimmel, Edward. The Anti-Coloring Book. New York, N.Y., Holt, Rine-Hart and Winston, 1978 (BICEP 3326).

FOLLOW-UP ACTIVITIES

Having students research inventors and read their biographies will help them be motivated to invest their time and imagination in the demonstration of a new use for familiar objects. One can also discuss the needs of today's society and how a new invention could affect the lives of others.

TEACHER'S NOTES

ORAL COMM.

LEISURE LIFESTYLES

ECONOMIC AWARENESS

MATERIALS/RESOURCES

"Leisure Lifestyles" Interview Form Worksheet

Newspaper

Magazines

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After interviewing parents and neighbors as to how they spend their leisure time, the students will learn and participate in a new leisure time activity.

PROCEDURES

1. Using "Leisure Lifestyles" Interview Form worksheet, have students interview adult members of the community as to how they spend their leisure time. Students should also ask the adult interviewed to teach them or demonstrate some part of their hobby so students can share it with their classmates.
2. Invite community speakers to demonstrate their leisure activities. Don't forget the retirees! This could be arranged through a series of mini courses.
3. Have students give demonstration speeches about hobbies.

   Example Activities:

   - Bug collecting
   - Rock collecting
   - Stamp collecting
   - Gardening
   - Golf
   - Tennis
   - Bingo
   - Painting
   - Macrame
   - Attending plays
   - Model airplane building
   - Bird watching
   - Coin collecting
   - Sewing
   - Needlepoint

ORAL COMM.

STUDENT ACTIVITY SHEET

LEISURE LIFESTYLES

INTERVIEW FORM

Listed below are some questions you might ask your parents, neighbors or retired citizens about the ways they like to spend their leisure time. Having time to relax and enjoy the things we like to do is very important to making people happy in their lives. Everyone needs some relaxation. You may find that you wish to use this interview form with your friends and teachers.

What does the word "leisure" mean to you?

Can someone's work be considered a "leisure time" experience? Please explain.

When you have time to yourself, away from your work and job responsibilities, how do you like to enjoy this time?

What is your favorite indoor game?

What is your favorite outdoor game?

What is your favorite participant sport?

What is the sport that you most enjoy as a spectator?

What craft activity do you enjoy most?

Do you have a collection of anything? If so, how did an interest in this collection begin?

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STUDENT ACTIVITY SHEET

INTERVIEW FORM (Page 2)

What is your favorite art/music type of enjoyment? ______________________________

What is your favorite kind of entertainment? ______________________________

Do you participate in any type of educational activity? If so, which one do you find most satisfying? ______________________________

Do you do any type of volunteer work? If so, which do you find most satisfying?

Do you belong to any organizations or clubs? If so, which do you find most worthwhile and enjoyable? ______________________________

Have the things that you enjoy doing in your leisure time changed over the past ten years? If not, why not? If so, what has caused this change? ______________________________

When you have leisure time, do you enjoy being with others or being by yourself? Please explain. ______________________________

Would you choose one of your favorite leisure activities and tell me what I would have to know/learn so that I could share this activity with my classmates?

Would you be available to come to school when I share your activity? _____

When? ______________________________

Could you bring some materials to demonstrate? ______________________________

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SUPPLEMENTARY RESOURCES

TEACHER

Kangaroo Kit: Leisure Education Curriculum K-6. Arlington, VA., National Recreation and Park Asso., 1977 (BICEP 1062).

TEACHER AND STUDENTS

Explore: A Career Awareness Program From Scholastic Unit I/Work? Play? New York, N.Y., New York, N.Y. Scholastic Book Services, 1976 (BICEP 4042).

Providing Recreation, People At Work Series. New Rochelle, N.Y., Pathescope Educational Films, Inc., 1975 (BICEP 4051).

Leisure Lifestyles Interview Form is adapted from Cashmere, Washington Career Education Project; Bernadette Griffith, Project Director.

FOLLOW-UP ACTIVITIES

Set aside a time each week when students can teach other students their newly learned skills.

Four week mini courses emphasizing the avocational interests of the retired community can easily be a valuable addition to a unit on leisure time pursuits for students. One should try to avoid stereotyping in the selection process (i.e., overabundance of female volunteers). The products which are the results of mini courses on hobbies or leisure time activities can be displayed in local business windows or at a Senior Citizens Center.

TEACHER'S NOTES

SELF CONCEPT

PACKAGE ME

MATERIALS/RESOURCES

Boxes (cereal type)

Paste

Crayons

Scissors

Magazines

Construction Paper

Photos (optional)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Students having made observations about popular advertised products will design a "package" advertising themselves and reflecting their personal thoughts, feelings, skills and talents.

PROCEDURES

FIRST CLASS PERIOD

Note To Teacher:
Prior to activity beginning, the teacher should collect some boxes of popular products which are visually attractive, perhaps have a logo or slogan attached to them, and which are familiar to all students at the intermediate age level. These should be displayed in an attractive manner as a motivator for this activity.

1. Begin activity by asking if any of the displayed products are used by the students. Question as to why these products are used. Is it their ingredients, their eye appeal, their present popularity, their usefulness, their availability etc?

2. Allow any responses that seem reasonable while highlighting points about the ingredients as being useful, tasty, nutritious etc.

3. Conclude this portion of the activity by summarizing that the reasons some people buy certain products or show an interest in them is because of the clever advertising that makes them generally attractive.

4. Introduce this question at the conclusion of the first day of the activity: If you were going to package yourself, what ingredients would you list as part of your personality? What colors would you use to show your feelings? What words would you include on your package to show your values? Suggest that this will be the continuation of the activity..to design yourself in a package.

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PROCEDURES Continued

SECOND CLASS PERIOD

5. Begin second period by asking for students to share with the group any "ingredients" they have considered to "advertise" themselves. If there is an initial reluctance to respond, suggest the following:

   42% Sense of Humor

   13% Adventuresome Spirit

   15% Bookworm

   25% Handyperson Around the House

6. Suggest that students consider writing a creative coupon offering their services. An example might be:

   Treefort Builder

   To Know Me, Simply Dial ______________.

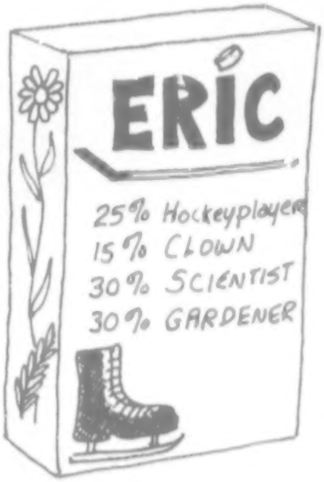
7. Distribute materials for individuals to design their own personalized products. Assist as needed.

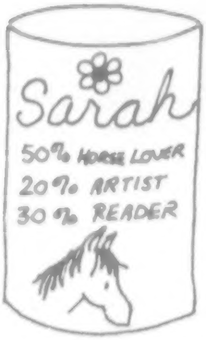
VARIATIONS

Students may wish to hang their "Package Me" creations from the ceiling.

Students may also wish to make a mobile featuring special parts of their body. A cut out foot could depict places where one likes to travel; hiking, camping, jogging or sports and activities where your feet are essential such as football, tennis or dancing. They may feature their hands that make model airplanes, draw landscapes, cook delicious meals or type. The students may wish to feature their eyes and the images which please their sense of sight.

Students may wish to design a package for their parents illustrating the qualities they most admire in their parents.





SUPPLEMENTARY RESOURCES

TEACHER

Advertising: The Image Makers Multimedia Kit. Middletown, Conn.: Xerox Education Publications, 1974 (BICEP 4038).

Advertising, Unit IV, A Marketing and Distribution Curriculum Guide. N.J. Dept. of Education, Division of Vocational Education, 1977, pp. 36-40 (BICEP 1058).

Canfield, Jack and Wells, Harold, 100 Ways to Enhance Self Concept in the Classroom, A Handbook for Parents and Teachers. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976 "Commercial for Oneself", pp. 108 (BICEP 2570).

Kaplan, Sandra N., The Big Book of People and Words "Graffiti Wall". Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976 (BICEP 3141).

FOLLOW-UP ACTIVITIES

For the primary level, the teacher could initiate a "Wall To Wall Me" activity where the students would draw each other on mural paper. Following that step they could decorate inside themselves things they like to do, things they do with their family, their friends, their pets. The "Wall To Wall Me" drawings could be pasted all around the room or on a hall corridor wall. They could also be placed in the classroom chairs to greet parents on an Open House occasion.

TEACHER'S NOTES

THE TIMES OF OUR LIVES I

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

"The Times of Our Lives" Interview Form Worksheet
Pencils/Pens
Clip Boards (Optional)
Tape Recorder & Tapes (Optional)
Twenty to Thirty Senior Citizens

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: One Class Period
Ongoing

INSTRUCTIONAL OBJECTIVE

Students will understand differences in life styles between senior citizens and their own age group by interviewing older people in the community.

PROCEDURES

1. Discuss with the students the concepts of generations, eras, "my day", the "good old days" and any other terms which relate to past years.

2. Elicit from the students examples they have heard from older relatives and friends relating to the fact that in their day "things were better" and "now they don't know what's happening". Students have probably heard these things many times. Now they will have an opportunity to step back in time, find out about those supposedly "good old days" and share their findings with the class. Sharing can be accomplished through reporting and discussion.

3. Discuss ways that students can verify the lifestyle of people fifty years ago.
    - Read books.
    - Study historical records.
    - Listen to old music.
    - Visit museums.
    - Research work, leisure, architecture, religion, education, politics and any other evidences of former years.
    - Talk with a senior citizen.

4. Focus initial efforts on interviewing a person old enough to have experienced that era.

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5. Make preliminary arrangements with a Senior Citizen Agency (or Community Resource Service from a Career Education Resource Center) so students will be able to have a willing, receptive and informed citizen for their interview.

6. Initiate discussion on mechanics of an interview.
    - State purpose of interview.
    - Arrange for a time and place convenient for conducting an interview.
    - If tape recorder is desired, make sure consent has been given prior to coming to interview.
    - Review ways to introduce one's self to others.
    - Bring clip board and writing materials for recording information.
    - Discuss the necessity of rephrasing questions and practice this procedure.
    - Discuss the fact that some questions on the form may be inappropriate for interviews.

    Be sensitive to physical and emotional problems of person being interviewed (hearing impaired, speech, tendency to ramble from the question asked).

7. Give students suggestions on how to handle situations that may arise during the interview. This is important. Role playing possible situations prior to actual interview will give students confidence and poise.

8. Have students work in pairs or individually depending on ability levels.

9. Have students interview neighbors or relatives if they desire. Provide these students with a note explaining what the student will be doing and why. Other interviews can be arranged by teacher or Community Resource Service. It is imperative here to elicit help from parents to transport children to and from interview sites.

10. Distribute interview forms and discuss all questions so students are comfortable with format. Accept other questions which may be suggested by students as long as they don't present an embarrassing or uncomfortable situation.

11. Allow at least three to five days for students to conduct interviews. Keep a visible class chart on people interviewed, date and student interviewer.

STUDENT ACTIVITY SHEET

TIMES OF OUR LIVES
INTERVIEW FORM

Name of Interviewer

Name of Person Interviewed

(PLEASE: Student should write the answers to these questions, NOT the person being interviewed.)

I. What were times like when you were a child?

How did you and your family live?

Were times better or worse? Why?

What is your earliest memory as a child?

Describe something from your childhood that would be impossible for a child to see or do today.

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STUDENT ACTIVITY SHEET

TIMES OF OUR LIVES
INTERVIEW FORM (Page 2)

II. What types of things did you do as a child? ____________________

____

____

____

What did you like to do most? Why? ____________________

____

____

____

Did you have any jobs you had to do? If so, what were they? ____________________

____

____

____

III. What advice or training did your parents give you that has helped you to have a better life?

____

____

____

What examples did they set for you? ____________________

____

____

____

IV. Where did you live as a child? ____________________

____

____

____

How does your family home differ from homes in the 1970's?

____

____

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STUDENT ACTIVITY SHEET

TIMES OF OUR LIVES
INTERVIEW FORM (Page 3)

How did you feel about living (in the city) (in the country)?

Which do you like best? Why?

Do you feel there is a difference between country folks and city folks?

If so, what is it and what makes it so?

V. What were your mother's responsibilities at home?

What were your father's responsibilities at home?

How did your family make a living?

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STUDENT ACTIVITY SHEET

TIMES OF OUR LIVES
INTERVIEW FORM (Page 4)

Were people trained to do certain jobs? If so, how? ______________________

VI. When your family had problems, whom did they seek out for help? ______________

VII. If you could go back and live your life over, what would you change? Why?

VIII. What is the greatest change in our way of life that has occurred from your childhood until today?

IX. What advice do you have for young people growing up today?

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SUPPLEMENTARY RESOURCES

TEACHER

Wigginton, Eliot. Moments, The Foxfire Experience. Kennebunk, Maine, Star Press, Inc., 1975 (BICEP 3321).

TEACHER AND STUDENTS

Caney, Steven. Kids' America. New York, N.Y., Workman Publishing Co., Inc., 1978, "American Know-How", pp. 40-63 (BICEP 3059).

FOLLOW-UP ACTIVITIES

Students may wish to video tape the interviews and share them in classrooms or at a senior citizen center.

TEACHER'S NOTES

THE TIMES OF OUR LIVES II

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Completed "The Times of Our Lives" Interview Form

Large chart board divided into columns

Markers

"Changes in Lifestyles" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

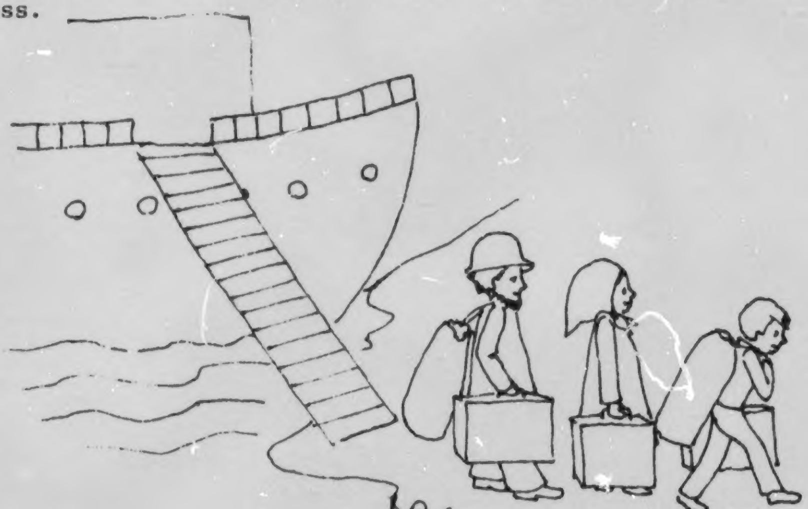
Having interviewed a senior citizen, the student will chart the changes in lifestyles between then and now.

PROCEDURES

1. In groups of four or five members and using information from the interview forms, have the students develop a list of the most dramatic differences they can see in family roles, friendship roles, work roles and technological advances.

2. Record on "Changes in Lifestyles" worksheet. A sample of what might be recorded is attached.

3. As a class activity, have students record on the large chart the differences noted on their worksheets avoiding duplication. Teacher should supervise the recording process.



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STUDENT ACTIVITY SHEET

"CHANGES IN LIFESTYLES"

	THEN	NOW
FAMILY ROLES	Parents live together Father is breadwinner Grandparents live in home or close by	Some one parent families Frequently both parents work Many grandparents live far away
FRIENDSHIP ROLES	Neighboring was a way of life Leisure time activities sometimes came about because of family needs	People don't "drop in" to visit as often Friends do leisure time things together after work is completed
WORK ROLES	"Like father, like son" was often practiced Limited work and career opportunities	More job opportunities Emerging work roles of women
TECHNOLOGICAL ADVANCES	Horse drawn carriages Ice boxes Epidemics of disease Goods made by hand	Modern automobiles Modern refrigeration Innoculations required by law Mass production of goods
MOBILITY	Families lived in same area for many years An independent attitude came about	Families move with job opportunities and new horizons Interdependence
RELIGION	Religion was a basic consideration in each home Schools had prayer and Bible readings	More religious freedom and beliefs based on one's own conscience Separation of church and state

ORAL
COMM.

SUPPLEMENTARY RESOURCES

TEACHER

The Growth and Spread of Civilization. Syracuse, N.Y., Upper Intermediate Life Centered Curriculum, 1974 (BICEP 3250).

TEACHER AND STUDENTS

Bernheim, Marc and Evelyne. Growing Up In Old New England. Sturbridge, MA., Museum Education Dept., (BICEP).

Fisher, Leonard E. Colonial Americans Series (Cabinetmakers, Glassmakers, Hatters, Papermakers, Printers, Schoolmasters, Shoemakers, Silversmiths, Tanners, Weavers, Wigmakers). New York, N.Y., Franklin Watts, Inc., 1965 (BICEP 9023-9031).

FOLLOW-UP ACTIVITIES

Students may wish to make a visual display of things which reflect changes in life styles. Some suggested items might include:

- wash board and picture of washing machine/dryer
- models of Henry Ford's Model T and a Mustang
- spinning wheel and electric sewing machine
- abacus and a calculator
- tortoise shell combs and hair dryer

TEACHER'S NOTES

PAST - PRESENT - AND - FUTURE
THE TIMES OF OUR LIVES III

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Pictures from Magazines
Scissors
Paste
Magic Markers
Small objects whose time used can be chronicled
Rulers

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Having completed the "Times of Lives I and II", the students will construct a time line using articles or pictures of past, present and future lifestyles.

PROCEDURES

1. Collect pictures and objects that reflect lifestyles from fifty years ago, today and the projected future. These may be obtained from classroom magazines, home magazines, snapshots, children's illustrations. Contact public and school library as well as local museums for items which reflect an earlier time period.

2. Divide the classroom wall space or bulletin board space into twenty year periods: 1900-1920, 1920-1940, 1940-1960, 1960-1980. Leave sufficient space, particularly in early 1900's, for more pictures and illustrations.

3. Arrange pictures and objects in chronological order from past to future. If large areas of time are incomplete, a concerted group effort to find pictures can be made.

4. Paste the pictures on the time line. Where there are gaps students may wish to illustrate events.

5. Have students be prepared to defend any placement of pictures used.

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SUPPLEMENTARY RESOURCES

TEACHER

From Farm To Factory, World of Work Curriculum Kit. Sturbridge, MA., Museum Education Dept., (BICEP).

World Communities. Syracuse, N.Y. Upper Intermediate Life Centered Curriculum, 1974 (BICEP 3251).

STUDENT

Rockowitz, Murray. Life Styles: A Collection of Short Stories. New York, N.Y., Globe Book Co., 1972 (BICEP 9162).

Sandler, Martin W. The Way We Lived, A Photographic Record of Work in a Vanished America. Boston, MA., Little, Brown and Co., 1977 (BICEP 9064).

FOLLOW-UP ACTIVITIES

Students may wish to identify famous people in each score (twenty year period) who contributed significantly to America's growth and research their professions.

TEACHER'S NOTES

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DOOR TO DOOR SALES PITCH

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Having discussed services students can perform at home or at school, the students will develop a sales talk about a service they enjoy doing and feel they can perform effectively.

PROCEDURES

1. Discuss services students can do at home or at school. A class list can be made to show the variety of jobs performed:

   Babysitting
   Running errands
   Washing windows
   Caring for pets
   Arts and crafts
   Caring for plants
   Dog walking
   House cleaning

   Others (as shared by the group)

2. Have each student choose a service that he/she does well and write a sales talk to convince people to hire this service.

3. Discuss with the class ingredients of a successful sales talk:

   Positive comments about your service
   An honest buildup of your ability
   Making others feel they cannot do without your service
   Demonstrating your service to prospective buyers
   Making others feel they are getting a bargain.

ORAL COMM.

4. Share the sales talk with the class. Possibilities for discussion are:

   Is the sales pitch high pressure or low pressure?

   High pressure tries to make you commit yourself immediately.

   Low pressure, on the other hand, allows you to reach a decision on your own.

   What could be deleted or improved upon?

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

Martin, Jerome and Olson, Dorothy. Patterns of Language, Teacher's Edition, Book 8. New York, N.Y., American Book Co., 1974, "On Being Part of the Economy", pp. 143-149 (BICEP).

What Do People Do? Series. "My Mother Is In Advertising". Mahwah, N.J., Troll Asso., 1974 (BICEP 4023H).

STUDENT

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn., Incentive Publications, Inc., 1977, "Consumer Guide", p. 36 and "Try It", p. 52 (BICEP 3046).

Popeye and Marketing and Distribution Careers. New York, N.Y., King Features, Inc., 1972 (BICEP 9146).

FOLLOW-UP ACTIVITIES

Design an advertisement for a newspaper to sell a service.

TEACHER'S NOTES

ORAL COMM.

YOU'RE ON THE AIR

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

"Props" as needed to simulate radio/T.V. station

Record Player (Turntable)

Real or Simulated Microphone

Paper for "scripts"

Tape Recorder

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

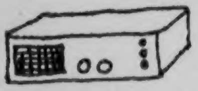
TIME: Five to Ten Class Periods Ongoing

INSTRUCTIONAL OBJECTIVE

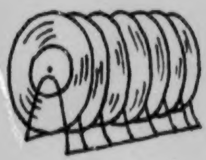
After a visit to a radio or T.V. station and discussion of the various jobs available in the communications industry, students will set up a classroom radio/T.V. station and produce programming for themselves and others.

PROCEDURES

1. Visit a local radio or T.V. station.
2. Have a discussion of what students saw.
3. Have students plan an hour of programming. Suggested programming would include:
   - News
   - Weather
   - Local Calendar of Activities
   - Interviews
   - Music
   - Commercials
   - Drama
   - Sports



4. Have students choose a content area and write a script. Option to work on a content area as partners can be honored by teacher.
5. Have students present a program by recording it on tape and "broadcast" by playing it back. If possible, this could be done through the school intercom so all classes in school may benefit from experience. Necessary equipment might include:
   - A tape recorder with mike (to simulate broadcast operations)
   - A mike (either recorder mike or simulation)
   - A record player or turntable



ORAL COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Holloway, Ruth and Stowe, Elaine, Hello World! Communications. Pala Alto, Calif.: Field Educational Publications, Inc., 1973, (BICEP 9150).

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1-6, Cambridge, Mass.: Abt Publications, 1975, "Goodnight Chet, Goodnight David"; pp. 57-59, (BICEP 3076).

TEACHERS AND STUDENTS

Careers With a Television Station, filmstrip and cassette, Atlanta, GA.: Colonial Films, Inc., (BICEP 4041E).

People Who Organize Facts-TV Sports Editor, Pleasantville, N.Y.: Guidance Associates, 1972 (BICEP 4010E).

STUDENTS

Haeberle, Billi. Looking Forward to a Career: Radio and Television. Minneapolis, Minnesota, 1970 (BICEP 9109).

FOLLOW-UP ACTIVITIES

Students may wish to write a TV Guide featuring programs they feel are suitable for a variety of audiences. They may feature programs (real or fictitious) to cater to preschool audiences, elementary school students, adolescents, middle aged people and senior citizens. Students may also organize a panel discussion on the relationship of television to learning.

TEACHER'S NOTES

ORAL COMM.

113

Written Expression

SOMEONE SPECIAL

SELF CONCEPT

MATERIALS/RESOURCES

Poster Board
Polaroid Camera or Snapshot of Each Student
Student's Name Prepared in a Special Way
Paper
Magazines
Pen/Pencils, Glue, Scissors

DETAILS

LEVEL: Primary

TYPE: Entire Class

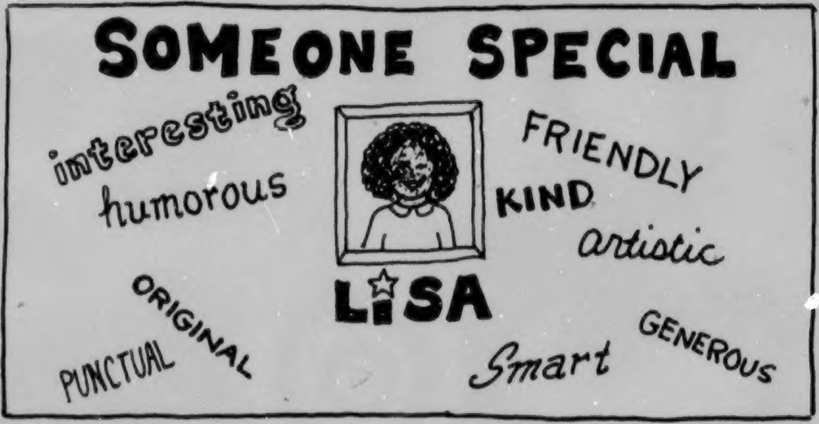
TIME: Ongoing

INSTRUCTIONAL OBJECTIVE

Allowing each student to have a week to be "someone special", the class will complete a poster about the individual.

PROCEDURES

1. Discuss positive qualities and abilities: friendly, neat, athletic, kind, generous, helpful, patient, musical, artistic.
2. Randomly select a student to be "someone special" for a week.
3. Place student's name and picture (snapshot/self-portrait) in center of poster board to be displayed in classroom.
4. Have class cut out positive words or pictures that relate to special student. Add to the poster throughout week.
5. Give to student at end of week.


SOMEONE SPECIAL
interesting
humorous
FRIENDLY
KIND
artistic
ORIGINAL
LISA
PUNCTUAL
Smart
GENEROUS

WRIT. EXP.

SUPPLEMENTARY RESOURCES

TEACHER

Kids Accepted Here, Activities For The Classroom. Andover, Mass.: The NETWORK, 1975, "Person of the Week", p. 8 (BICEP 3318).

The World of Me. Syracuse, N.Y.: Upper Primary Life Centered Curriculum 1974 (BICEP 3231).

You: Who ... Where ... When ... Life Roles, Settings and Events. University of Missouri Career Education Curriculum Project, 1974 (BICEP 3165).

TEACHER AND STUDENTS

Free To Be ... You and Me: Marlo Thomas and Friends. New York, N.Y.: Arista Records (BICEP 4063).

Kindle Series - Who Am I? Englewood Cliffs, N.J.: Scholastic Magazines, Inc., 1970 (BICEP 4000).

FOLLOW-UP ACTIVITIES

Teacher and students could feature "special workers" of the week based on discussions in class where students had come in contact with different jobs.

Example: Going to dry cleaner with parents
Putting out rubbish for sanitation workers
Listening to disc jockey on radio
Taking the pet to be groomed

TEACHER'S NOTES

116

WRIT.
EXP.

IT'S IN THE BAG

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Three Paper Bags
Red Slips of Paper (4 and 1/2 by 1 and 3/4)
Yellow Slips of Paper (4 and 1/2 by 1 and 3/4)
Blue Slips of Paper (4 and 1/2 by 1 and 3/4)
Writing Paper
Pens/Pencils

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After drawing a slip of paper from three bags entitled "WHO, WHEN AND WHERE", the student will write a story using each category.

PROCEDURES

1. Discuss with the students the meaning of "occupation" and "careers".

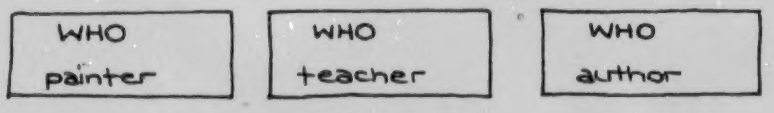
   Career: a chosen pursuit; life work, success in one's profession

   Occupation: an activity that serves as one's regular source of livelihood.

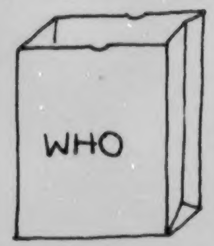
2. Have students think of as many occupations or careers as they can. List them on the board. Some examples are:

   Painter
   Teacher
   Writer
   Principal
   Author
   Lawyer
   Doctor
   Dentist

3. Write each occupation on a red slip of paper and designate it as "Who".



   Place all the "Who" slips in a bag and label it as such.



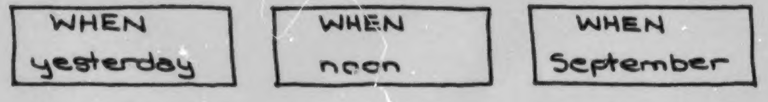
WRIT. EXP.

PROCEDURES Continued

4. Have students think of various "times" of day. List them on the board. Some examples are:

Morning
Lunchtime
Noon
Before Breakfast
Tuesday
Dawn
Yesterday
Tomorrow
Last Year
September

5. Write each time word on a yellow slip of paper and designate it as "When".

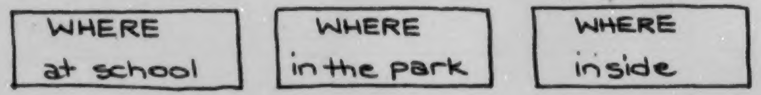


Place all the "When" slips in a bag and label it as such.

6. Have students think of various "places". List them on the board. Some examples are:

At School
In the Office
In the Park
In the Library
In Church
At the Grocery Store
On the Playground
At the Skating Rink

7. Write each place on a blue slip of paper and designate it as "Where".



Place all "Where" slips in a bag and label it as such.

8. Have students draw one slip of paper from each bag. Using all three components, have students write a creative story.

9. Encourage students to make their stories realistic in relation to the "Who" or the random choice of career or occupation.

SUPPLEMENTARY RESOURCES

TEACHER

Project Awareness, Primary Level. Enfield, Conn. Public Schools. Elementary Career Education Committee (BICEP 3104).

STUDENTS

Career Flip Book. Niles, Illinois: Developmental Learning Materials, 1976 (BICEP 9065).

Loberg, Mary Alice. People at Work. Kansas City, Mo.: Hallmark Cards, Inc.(BICEP 9014).

Saul, Wendy. Butcher, Baker, Cabinet Maker, Photographs of Women at Work. New York, N.Y.: Thomas Y. Crowell, 1978 (BICEP 9037).

FOLLOW-UP ACTIVITIES

Teacher may wish to have students write sentences using the three components and then illustrate the sentences.

Teacher may wish to record on experience paper stories from students who wish to tell a story but find the actual writing laborious.

TEACHER'S NOTES

WRIT.
EXP.

TICKTOCK, TICKTOCK

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

"Class Schedule" Worksheet
Chart and Poster Paper
Pencils, Markers

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One-Two Class Periods

INSTRUCTIONAL OBJECTIVE

After discussing and charting their daily activities, the students will review and improve their organizational skills as they relate to punctuality.

PROCEDURES

1. Discuss with the class the importance of being on time.

   You miss out on things (bus).

   You may have to wait in line.

   You keep others waiting.

   You get a reputation for always being late.

2. Have students think of the various activities or events that they encounter during the day when they need to be on time. List them on the board.

   Recess
   Lunch
   Changing classes
   Dismissal
   Going to specialists (gym, art, etc.)

3. Make a chart showing the daily schedule of the class for a one-week period. (This can be adjusted to suit any school schedule.) See "Class Schedule" worksheet.

4. Explain to the class that for a one-week period they will record the various times they leave for lunch, recess, gym, etc. It will be the entire class's responsibility to be ready to leave for the various activities.

WRIT.
EXP.

PROCEDURES Continued

5. Review the chart at the end of the week determining:

    How many minutes were lost because they were late?

    The various consequences suffered (waiting in lunch line, etc.)

    Whether they improved the number of times they were on time.

    The benefits of being on time

    How they can incorporate punctuality in their daily lives.

STUDENT ACTIVITY SHEET

TICKTOCK, TICKTOCK

CLASS SCHEDULE

	Monday	Tuesday	WEDNESDAY	THURSDAY	FRIDAY
9:00					
10:00					
10:30 11:00	Recess 10:34	Recess ____	Recess ____	Recess ____	Recess ____
11:30 12:00	Lunch ____ Art Gym ____	Lunch ____	Lunch ____	Lunch ____	Lunch ____
12:30 1:00	Recess ____	Recess ____	Recess ____	Recess ____	Recess ____
2:00		Music ____			
3:00					

Teacher will write in the time students actually left for or began an activity.

Example: Recess begins at 10:30 daily. However, they didn't leave until 10:34 because they weren't ready.

SUPPLEMENTARY RESOURCES

TEACHER

Simon, Sidney et al. Values Clarification, A Handbook of Practical Strategies For Teachers and Students. New York, N.Y.: Hart Publishing Co., Inc., 1972, "Diaries", pp. 388-391 (BICEP 2527).

Career Awareness/Exploration Curriculum Kit, Grades 4-8. Portland, Oregon: Continuing Publications, "Personal Characteristics Charades", pp. 3.1.2 and "Job Characteristics and Values", pp. 3.1.2 (BICEP 1086).

TEACHER AND STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn.: Incentive Publications, Inc., 1977, "Time Span", p. 103 (BICEP 3046).

FOLLOW-UP ACTIVITIES

Teacher may wish to discuss how being on time affects one's life on the job. Some examples are:

Necessity of punching a time clock in some jobs

Being fired because of tardiness

Necessity of administering medication at scheduled times

Necessity of meeting time commitments at business and social functions

TEACHER'S NOTES

WRIT.
EXP.

POET'S PICTURES

SELF CONCEPT

MATERIALS/RESOURCES

Writing Paper

Pictures of interest to each student

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having discussed forms of poetry, each student will write a poem to accompany a picture.

PROCEDURES

1. Discuss with students various forms of poetry.
    - Limerick: humorous verse of three long and two short lines rhyming, aa bba
    - Rhyme: the repetition of similar sounds, usually stressed at the end of a line
    - Cinquain: five lines - two, four, six, eight, and two syllables respectively
    - Onomatopoeia: words used to imitate sounds of a thing
2. Present a picture to the class. Select one form of poetry and write a poem relating to the picture.
3. Have students bring in pictures/snapshots, magazine, art books, etc.). The picture should represent something that shows interests, hobbies, etc.
4. Each student will select a form of poetry and write his/her own poem relating to his/her picture.

WRIT.
EXP.

SUPPLEMENTARY RESOURCES

TEACHER

Frank, Marjorie. If You're Going to Teach Children to Write, You've Gotta Have This Book. Nashville, Tenn.: Incentive Publications, Inc., 1979 (BICEP 3270).

Koch, Kenneth. Wishes, Lies and Dreams, Teaching Children to Write Poetry. New York, N.Y.: Vintage Books, 1970 (BICEP 3309).

TEACHER AND STUDENTS

Robert Frost Reads His Poetry. New York, N.Y.: Caedman Records, Inc., 1953 (BICEP 4060).

Carl Sandberg Reading "Fog" and Other Poems. New York, N.Y.: Caedman Records, Inc., 1968 (BICEP 4061).

FOLLOW-UP ACTIVITIES

Teacher may wish to compile all the pictures/poems into a booklet. The pictures can relate to personal interests, successes, values. They can also relate to occupations, life styles and people they admire.

TEACHER'S NOTES

WRIT.
EXP.

THE SHARING TREE

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Cardboard Tree or Large Tree Branch

Envelopes

Cord, Yarn or Ribbon

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After a discussion of the rewards of sharing with others, the students will construct a model tree to aid in their sharing.

PROCEDURES

1. Ask the students to think of a time in their lives when they had to share something they really liked with someone else. Discuss the students' experiences. (A circle situation tends to be best for the discussion.) The teacher may wish to share his/her experience first to help the students in their thinking.

   . Some questions to assist in the discussion might be:

   What did you share?

   With whom? Did you want to share?

   How did you feel?

   . Stress the difficulty many people have in sharing special things with others and discuss the rewards received in return. (Friendships, good feelings)

   . Emphasize people are special. There are many things you couldn't do if you were all by yourself. (For example, you couldn't play baseball or carry on a discussion.)

   . Emphasize we share things to show others we care about them. What other ways do we share? (Feelings, notes, talking to others)

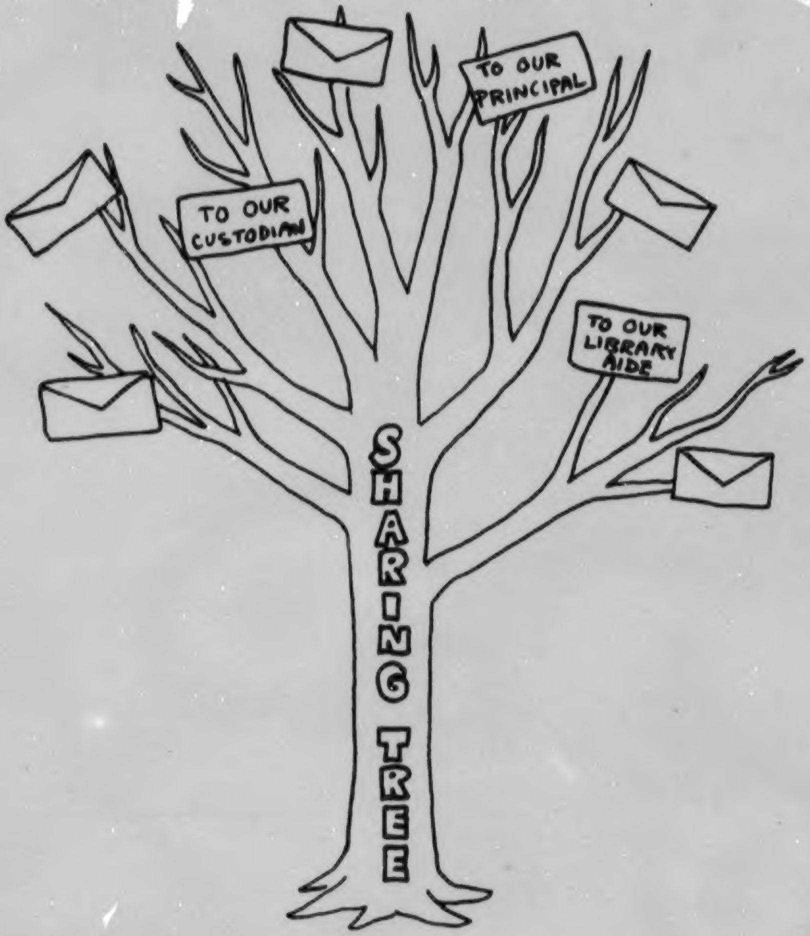
2. Follow with a discussion of work roles. (For example, teacher - sharing knowledge; construction workers - sharing responsibility of building a house)

3. Have students work together to make a "sharing tree". This can be made from cardboard or a tree branch could be used. Tie an envelope on the tree for each person.

WRIT. EXP.

PROCEDURES Continued

4. Encourage students to share their good feelings about others by means of the "sharing tree".


TO OUR PRINCIPAL
TO OUR CUSTODIAN
TO OUR LIBRARY AIDE
SHARING TREE

WRIT. EXP.

SUPPLEMENTARY RESOURCES

TEACHER

Elardo, Phyllis and Cooper, Mark. AWARE - Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977 (BICEP 3274).

TEAHCER AND STUDENTS

How Do You Feel About Other Children? (BICEP 4019c). How Do You Feel About Your Home and School? (BICEP 4019e). Lakeland, Florida: Learning Resources Company.

FOLLOW-UP ACTIVITIES

During the year, whenever someone wants to share something with another in the class, he/she could drop it in that person's envelope. The teacher should initiate the sharing by writing notes to each student.

The "sharing tree" could also include envelopes for special guests who visit the classroom as well as school workers. A "sharing tree" would be a special way to prepare for a Parent Open House. Students could write notes to their parents and hang them on the tree for this occasion.

TEACHER'S NOTES

TIME CAPSULE

MATERIALS/RESOURCES

Writing Paper
Envelopes

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two class periods

INSTRUCTIONAL OBJECTIVE

Having discussed things the students like to do, things they do well, and things they cannot do well, each student will write a letter to him/herself. A similar letter will be written several months later and a comparison will be made to see the change in attitudes, likes, dislikes and abilities.

PROCEDURES

1. Have students discuss the following items about themselves in a "Magic circle" environment.
   a) Things they like to do
   b) Things they don't like to do
   c) Things they can't do
   d) Things they do well
   e) Favorite leisure time activities
   f) A job that is of interest
2. Have students use these ideas to write letters to themselves telling what they like, don't like, etc.
3. File the letters for safekeeping. No one is allowed to read them.
4. Have students write similar letters several months later based on these same ideas.
5. After the second letter has been written, discuss changes that can take place in people and attitudes. How have school, parents, friends and television affected their lives ?
6. Have students privately open first letters written.
7. Allow time to reflect, compare and share growth.

WRIT. EXP.

SUPPLEMENTARY RESOURCES

TEACHER

Canfield, Jack and Wells, Harold. 100 Ways To Enhance Self-Concept In The Classroom, A Handbook For Teachers And Parents. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976 (BICEP 2570).

"Getting To Know Me". Idaho State Dept. of Education, Idaho Health Education Program, 1977 (BICEP 1089).

What Do You Like? Who Do You Do?" . Developmental Level K-3, College of Education, University of Missouri, Columbia, 1974.(BICEP 2516).

FOLLOW-UP ACTIVITIES

A similar type of activity could be done at the beginning of the year and again at the end of the year. It could focus on personal and academic goals. Examples might include:

I am going to try to be more helpful when I work in a group.

I am going to master the multiplication tables this year.

I am going to do my homework without having to be told to complete it all the time.

At the end of the year, students will be able to self-evaluate their growth.

TEACHER'S NOTES

WRIT.
EXP.

HOBBY BOUND

SELF CONCEPT

MATERIALS/RESOURCES

Dictionary

Dittoed Worksheet "Hobby Bound" on which to construct "Find-A-Word".

DETAILS

LEVEL: Intermediate

TYPE: Individual

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Following a discussion of their hobbies and interests, the students will construct individual Find-A-Word puzzles based on their hobbies and/or interests.

PROCEDURES

1. Have the class discuss what they like to do the most: recreational activities, hobbies, etc.
2. Have each student construct a "Find-A-Word" puzzle to include his/her name and his/her recreational interests. See attached "Hobby Bound" worksheet for "Find-A-Word" puzzle.
3. Share "Find-A-Word" puzzles with class.
4. Duplicate the collection of "Find-A-Word" puzzles and make into a classroom display for Open House, or duplicate puzzles and make into separate collections for each student to use.

DICTIONARY

WRIT. EXP.

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STUDENT ACTIVITY SHEET

HOBBY BOUND

FIND - A - WORD

N												
	A	R	C	H	E	R	Y					
		M			A							
R	A	C	E		T							
					I							
			S	I	N	G	I	N	G			
			H		G	N	I	M	M	I	W	S
		B	O	A	T							W
			P									I
			P									M
	G	N	I	D	A	E	R					M
			N	O								I
			G	L								N
				L								G
				S								

WRIT.
EXP.

STUDENT ACTIVITY SHEET

MY FIND - A - WORD PUZZLE

WRIT.
EXP.

SUPPLEMENTARY RESOURCES

TEACHER

The Kangaroo Kit, Leisure Education Curriculum for Kindergarten-Grade Six. Arlington, Va.: Nat'l Recreation and Park Ass'n., 1977. pp. 148-157 (BICEP 1062).

STUDENTS

Editors of Creative Education. How To Have Fun Building Sailboats. Mankato, Minn.: Creative Educational Society, Inc., 1974 (Centerville).

Editors of Sunset Books and Sunset Magazine. Crafts for Children. Menlo Park, Calif.: Sunset Books, 1973 (Centerville).

Yerian, Cameron J. and Margaret A., Editors. Funtime-Jewelry Candles and Papercraft. Chicago, Ill.: Children's Press, 1974 (Centerville).

FOLLOW-UP ACTIVITIES

Display a class chart that lists all the hobbies enjoyed by the students. Help students to identify different kinds of interests or hobbies (i.e., active-passive such as swimming and reading; alone-with others such as model building and playing cards; physical-mental such as woodworking and doing anagrams)

TEACHER'S NOTES

134

WRIT. EXP.

A FEELING YOU JUST CAN'T IGNORE

SELF CONCEPT

MATERIALS/RESOURCES

"A Feeling You Just Can't Ignore" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Having discussed "What really makes me angry" with the class, each student will make personal "Don't you just hate ...?" lists.

PROCEDURES

1. Discuss with the class "What really makes me mad". Complaints should move away from the individual to general irritating situations in the world. Give examples to make discussion more global and less personal:

   Gasoline Shortages
   Extinction of Wildlife
   War and Conflict
   Pollution
   Dishonesty
   People who don't get along with each other

2. Illustrate that angry feelings are normal. It is how the anger is directed or resolved that is most important.

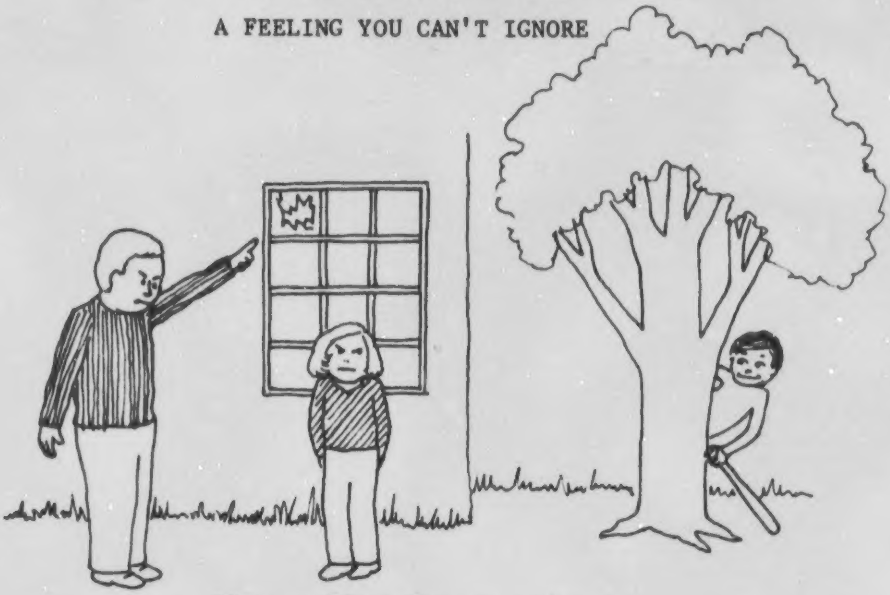
3. Have each student write a personal list of things that upset or make him/her very angry. Use the "A Feeling You Just Can't Ignore" worksheet.

4. Allow sharing of complaints with classmates. Encourage students to personally evaluate whether the anger is warranted. Is there a just cause for anger?

WRIT.
EXP.

STUDENT ACTIVITY SHEET

A FEELING YOU CAN'T IGNORE



... What really makes me mad ...

Don't you just hate ____

Don't you just hate ____

Don't you just hate ____

Don't you just hate ____

Don't you just hate ____

WRIT.
EXP.

SUPPLEMENTARY RESOURCES

TEACHER

Canfield, Jack and Wells, Harold. 100 Ways To Enhance Self-Concept In The Classroom, A Handbook For Teachers And Parents. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976 (BICEP 2570).

What Do You Think? (Values) Filmstrips/Cassettes. Mahwah, N.J.: Educational Reading Services, 1974 (BICEP 4027).

Timmermann, Tim and Ballard, Jim. Strategies In Humanistic Education, Vol. 3. Amherst, Mass.: Mandala Book, 1978 "Feelings", pp. 121-133 (BICEP 2506).

FOLLOW-UP ACTIVITIES

An additional activity could be to go over each of the "angry" situations and have students consider possible solutions.

Examples might include a situation where the student didn't get elected class president and was angry at the winner. Perhaps talking to the winner and sharing the disappointment might be a more healthy situation than trying to influence friends to show non-support for the newly elected president.

TEACHER'S NOTES

WRIT.
EXP.

WESTERN UNION

MATERIALS/RESOURCES

"Western Union" Telegram Forms

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Following a discussion of feelings about people who are important to them, students will write telegrams to someone with whom they would like to share their feelings.

PROCEDURES

1. Begin activity by having students and teacher share feelings about people who are important to them.
    - How does someone make you feel really "special"?
    - Is there a person who does something with you that you really enjoy?
    - Has someone does something nice for you to whom you'd like to say a special thanks?
2. Have students choose a real person and write messages of no more than thirty words on blank Western Union telegram forms.
3. Have students deliver or mail telegrams to the person.

NOTE TO TEACHER:

It is important to get across to students the idea that telegrams should be short messages because they are priced by the number of words written. Therefore students should be selective about how they express their ideas in order to be economically wise.

WRIT. EXP.

WESTERN UNION TELEGRAM

WESTERN UNION TELEGRAM

date

from

to

message

WRIT.
EXP.

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SUPPLEMENTARY RESOURCES

TEACHER

Curwin, Richard and Geri. Developing Individual Values in the Classroom. Palo Alto, Calif.: Education Today Co., Inc., 1974. (BICEP 3007).

Farnette, Cherrie et al. I've Got Me and I'm Glad - "Developing Self Understanding". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3047).

Simon, Sidney. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972 (BICEP 2527).

FOLLOW-UP ACTIVITIES

An additional activity could be for students to choose a person from history who has made a significant contribution to society. This person could be someone they have "met" through books, television or the movies. Students could then write a similar telegram expressing appreciation for the deeds this person has performed which have improved life for all people.

TEACHER'S NOTES

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YOU'RE WORTH YOUR WEIGHT IN WORDS!

SELF CONCEPT

MATERIALS/RESOURCES

12" x 18" Construction Paper

Markers or Crayons

Scissors

"Who Am I?" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After discussion and completion of the "Who Am I?" worksheet, the students will list words or phrases describing themselves on cut-out figures. Other students will then attempt to identify classmates by these qualities.

PROCEDURES

1. Discuss words and phrases on "Who Am I?" worksheet. Take sufficient time so students understand all the characteristics which are listed. Encourage students to add to the worksheet other appropriate words or phrases.

2. Have students complete "Who Am I?" worksheets.

3. Have students draw and cut out figures representing themselves.

4. Place descriptive words on cut-outs. Students may wish to illustrate along with putting the words on the cut-outs.

5. Mount as a bulletin board. If a bulletin board doesn't have enough room, use walls of corridors or place on locker doors. If one doesn't want to illustrate the whole figure, a silhouette can also be appropriate.

6. Have students attempt to identify each other by qualities and characteristics listed.

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STUDENT ACTIVITY SHEET

WHO AM I?

Put an (X) in the column that best describes you and your personality.

	ME (AS I SEE MYSELF)
Adventurous	______
Affectionate	______
Ambitious	______
Appreciative	______
Careful about my appearance	______
Competitive	______
Complaining	______
Demanding	______
Easily discouraged	______
Easily influenced	______
Enthusiastic	______
Forgiving	______
Honest	______
Good listener	______
Helpful	______
Jealous	______
Kind	______
Look on bright side of things	______
Too loud	______
Need lots of praise	______
Obedient	______
Responsible	______
Sarcastic	______

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STUDENT ACTIVITY SHEET

WHO AM I? (Page 2)

Sassy, "talk back" ______

Selfish ______

Talkative ______

Thoughtful ______

Touchy, can't be kidded ______

Many interests ______

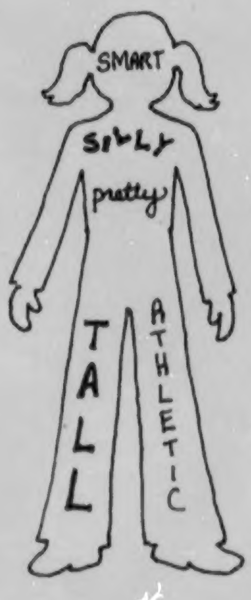
Well-mannered ______

Willing worker ______

Willing to try ______

Very dependent on others ______

Name: ______________________________


SMART
SILLY
pretty
TALL
ATHLETIC

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SUPPLEMENTARY RESOURCES

TEACHER

Canfield, Jack and Wells, Harold. 100 Ways To Enhance Self Concept in the Classroom, A Handbook for Parents and Teachers. "Words That Describe Me". Englewood Cliffs, N.J.: Prentice-Hall Inc., 1976. p. 195 (BICEP 2570).

Howe, Leland and Howe, Mary. Personalizing Education, Values Clarification and Beyond. New York: Hart Publishing Co., 1975 (BICEP 2509).

Kaplan, Sandra N. The Big Book of People and Words. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976 (BICEP 3141).

Newton, Russell. You and New Things To Do, Self Knowledge and Interpersonal Skills. Univ. of Missouri, Career Education Curriculum Project, 1974 (BICEP 3128).

FOLLOW-UP ACTIVITIES

Using the "Who Am I?" worksheet the class could compile a class dictionary featuring each student. The one trait the student is most proud of could be the ultimate choice for inclusion in the dictionary. This could be used as an example of self-awareness learnings for a parent Open House. The dictionary could also be made by the students and given to the teacher or principal as an end of the year class gift.

TEACHER'S NOTES

WE WORK TOGETHER

ATTITUDES TOWARD DIGNITY OF WORK

MATERIALS/RESOURCES

Pencils

Composition Paper

DETAILS

LEVEL: Intermediate

TYPE: Individual

TIME: Two Class Periods

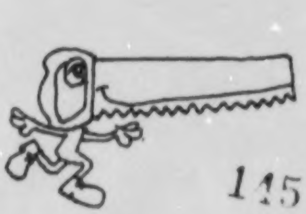
INSTRUCTIONAL OBJECTIVE

After studying the variety of occupations found within a given business, students will relate the contributions of each worker by writing a creative story entitled "We Work Together".

PROCEDURES

1. Have students study about a supermarket, paper mill, plumbing and heating firm, tool making shop, machine shop, or any business the teacher chooses.
2. Have students write a selection entitled "We Work Together." They may choose one of the following approaches to the assignment:
   - Write from the product's point of view, telling how all the workers participate in its production. "I am a screwdriver and my life in the factory begins with . . . "
   - "A Day in the Life of ________________" (any worker in a specific business and how that worker relates to and interacts with the other employees.
   - Simply write down all that the student remembers about the individual workers and how they work together.

3. Have students share their experiences when all papers are completed and perhaps a display in a highly visible area of the school could conclude this activity.



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SUPPLEMENTARY RESOURCES

TEACHER

Freedman, Carol. A Marketing and Distribution Curriculum Guide. N. J. Dept. of Education, 1977 (BICEP 1058).

Teacher Developed Infused Curriculum Modules, Career Education Grades 4-6, All Subjects. Texas Education Agency, Partners in Career Education, 1977 (BICEP 3163).

FOLLOW-UP ACTIVITIES

Students could study about the beginnings of mass production in our country and how the interdependence of workers was necessary for that to take place.

Students could also make lists of good that their families have acquired over a period of time and determine if the goods identified were mass produced.

Students can also make a job pyramid. This involves taking a single product such as a loaf of bread and then connecting all the people and related jobs that caused that product to be made.

TEACHER'S NOTES

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RECIPES FOR LIFE

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

"Recipe" Worksheets

Pencils

Sample Recipes for Actual Foods

Filmstrips (See Supplementary Resources)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After viewing a filmstrip on either self-awareness or interpersonal skills the students will create recipes for positive behaviors.

PROCEDURES

1. Show the filmstrip(s) to the class. Discuss what causes particular events to happen, for example: This person who always smiles seems to make a lot of friends. Pay close attention to character traits.

   NOTE: You may choose to show only one filmstrip or both depending on the time involved.

2. Ask how someone who is having a problem can be helped, such as making friends. Lead the discussion to how the students could tell a person how he/she should act to help make friends.

3. Draw out the idea that it would be wonderful if there was a special formula for making friends that always worked.

4. Ask students for this response or lead the discussion to the fact that a recipe would serve the same purpose.

5. Tell students there might just be a recipe in the teacher's desk. Take it out and discuss the parts of a recipe and the importance of each part, such as:

   Ingredients - A lot of this, a little of that

   Directions for Use

   Amount of Time

   Suspected Outcome

   Also, discuss and list terms for measurement: e.g. dash, pinch, one part, etc.

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6. Use any of the following procedures depending on the class response.
   - a) Use interpersonal skills sheets
     - Appreciating the World Around Me
     - Sharing What I Have With Others
     - Giving a Sincere Compliment
     - Being Kind to my Parents
   - b) Use self awareness skills sheets
     - Feeling Good Inside
     - Breaking a Bad Habit
     - Using Time Wisely
     - Trying Not to Let Little Things Bother Me
   - c) Use a recipe sheet with no title and have students write in their own.
7. Discuss briefly an interpersonal skills recipe.
   - a) Title - Making Friends
   - b) Ingredients - A big smile or a happy face
   - c) Directions - Smile and then maybe say "hi".
   - d) Amount of Time - Three to five days
   - e) Suspected Outcome - At least one friend (See "Recipe" Worksheet)
8. Give students sufficient time to write their recipes.
9. Have students share this activity in one of two ways.
   - a) Create a "classroom cookbook". Put all recipes into a booklet, one for each student. The illustrations included on the sample pages could be used as dividers.
   - b) Create a bulletin board posting the recipes. Use the illustrations to decorate and section the bulletin board.

STUDENT ACTIVITY SHEET

RECIPES FOR LIFE

- Sample Recipe -

My Recipe for Making Friends

One person
Take one part good humor
One smile (large one works best)
Dash of compliments
Pinch of kindness
Pleasant appearance
Two parts pleasant attitude

DIRECTIONS: Take one person and mix in one smile. Add pleasant appearance to taste. Set aside and let stand. Carefully combine one part good humor, two parts pleasant attitude, a pinch of kindness and a dash of compliments. Fold in gently person with smile and pleasant appearance with the remaining ingredients. Take this combination out at least once a day and use. It may be used almost any time, during class, at recess, on the bus. Patience is needed as this recipe make take two to five days to yield a fine new friendship. It may also be used to freshen up an old friendship.

STUDENT ACTIVITY SHEET

MY RECIPE

FOR

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STUDENT ACTIVITY SHEET

RECIPES FOR LIFE

SHARING WHAT I HAVE WITH OTHERS

GIVING A SINCERE COMPLIMENT

APPRECIATING THE WORLD AROUND ME

BEING KIND TO MY PARENTS

BREAKING A BAD HABIT

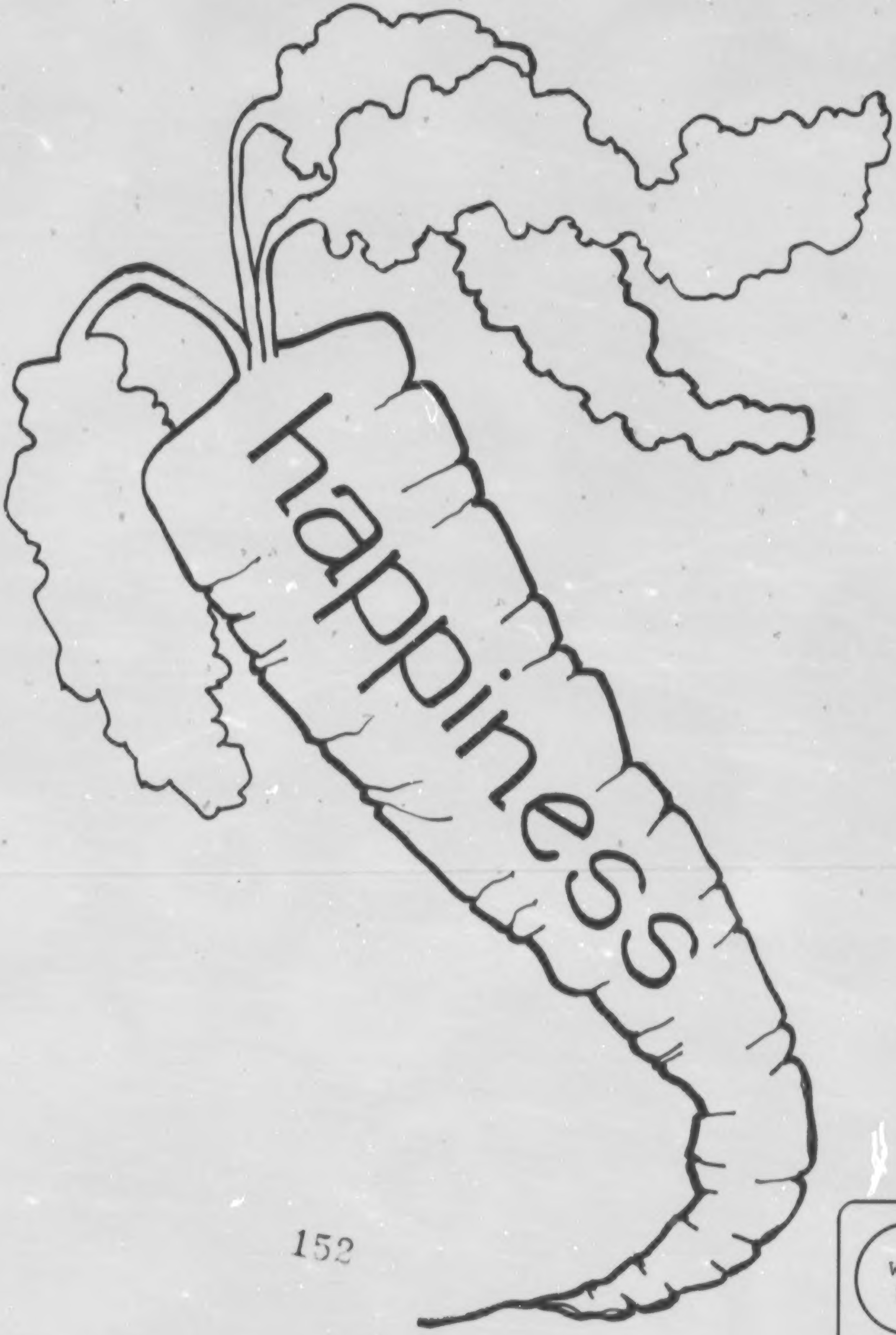
FEELING GOOD "INSIDE"

USING TIME WISELY

TRYING NOT TO LET LITTLE THINGS BOTHER ME ...

STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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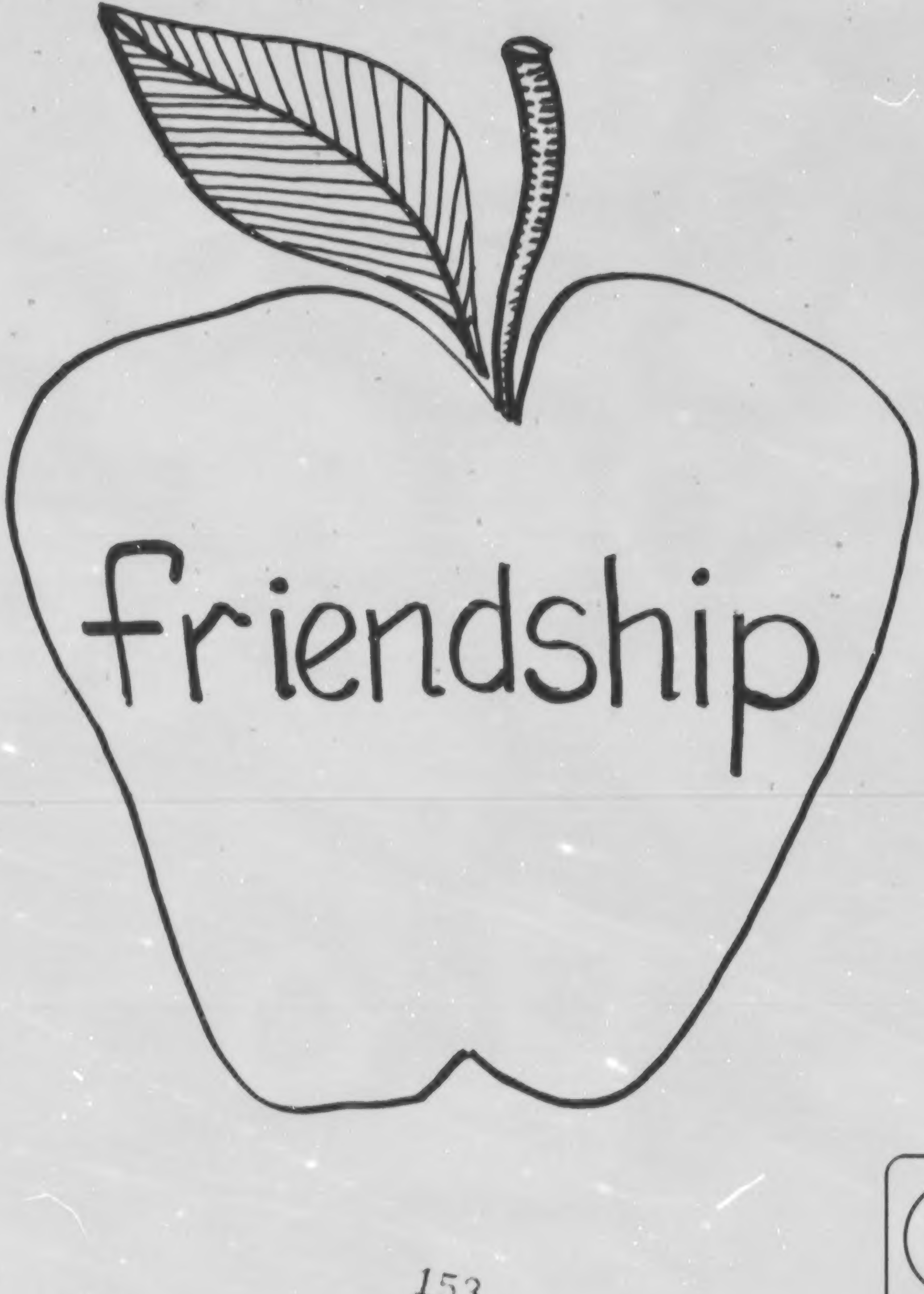
STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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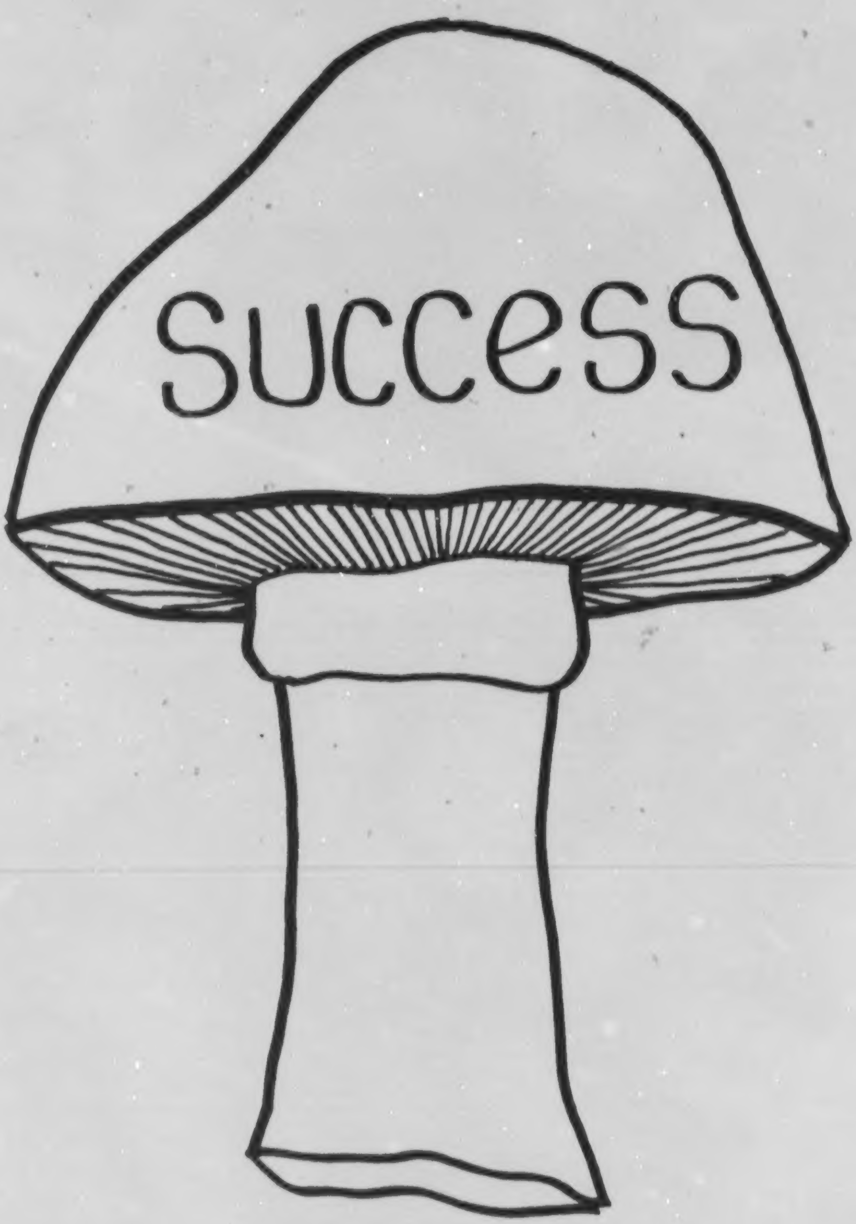
STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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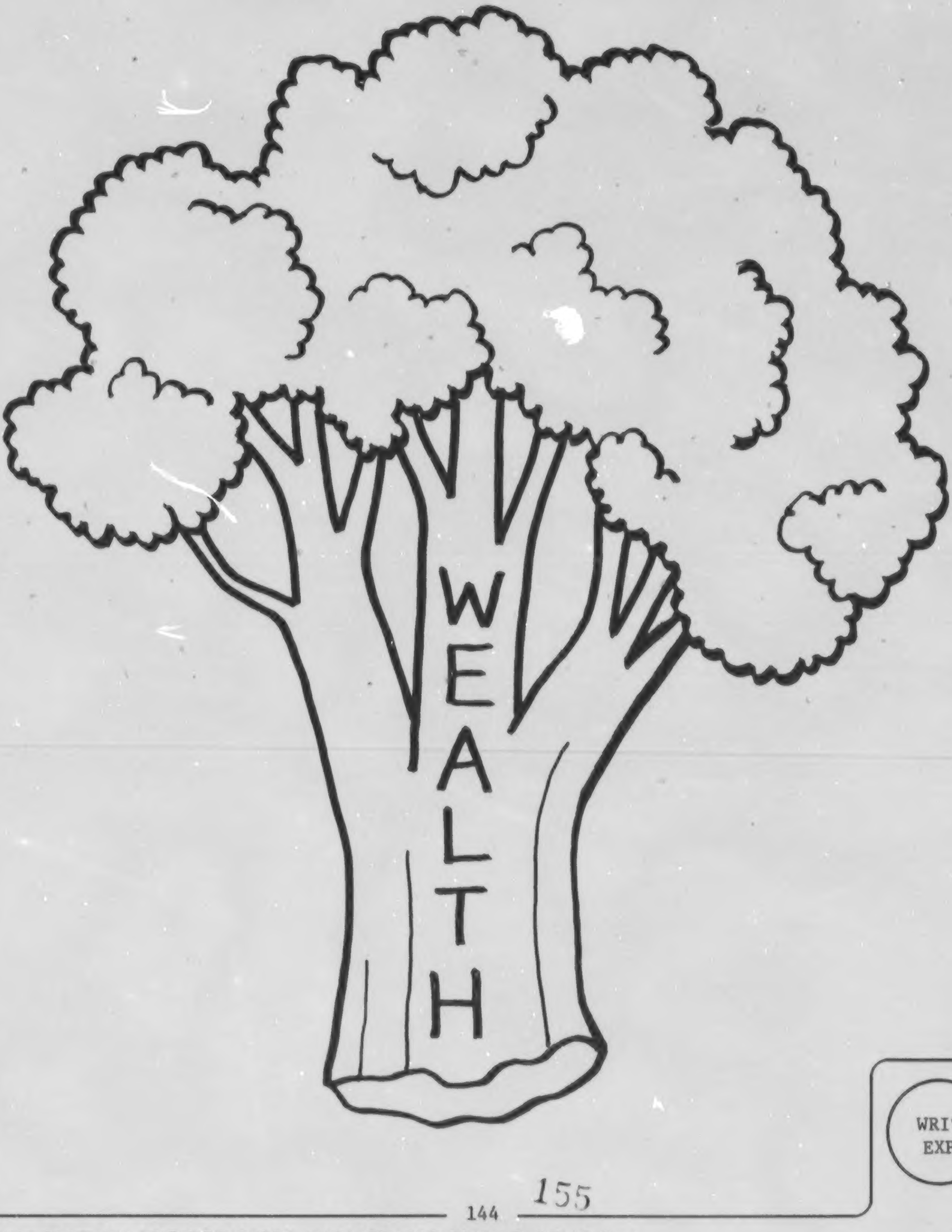
STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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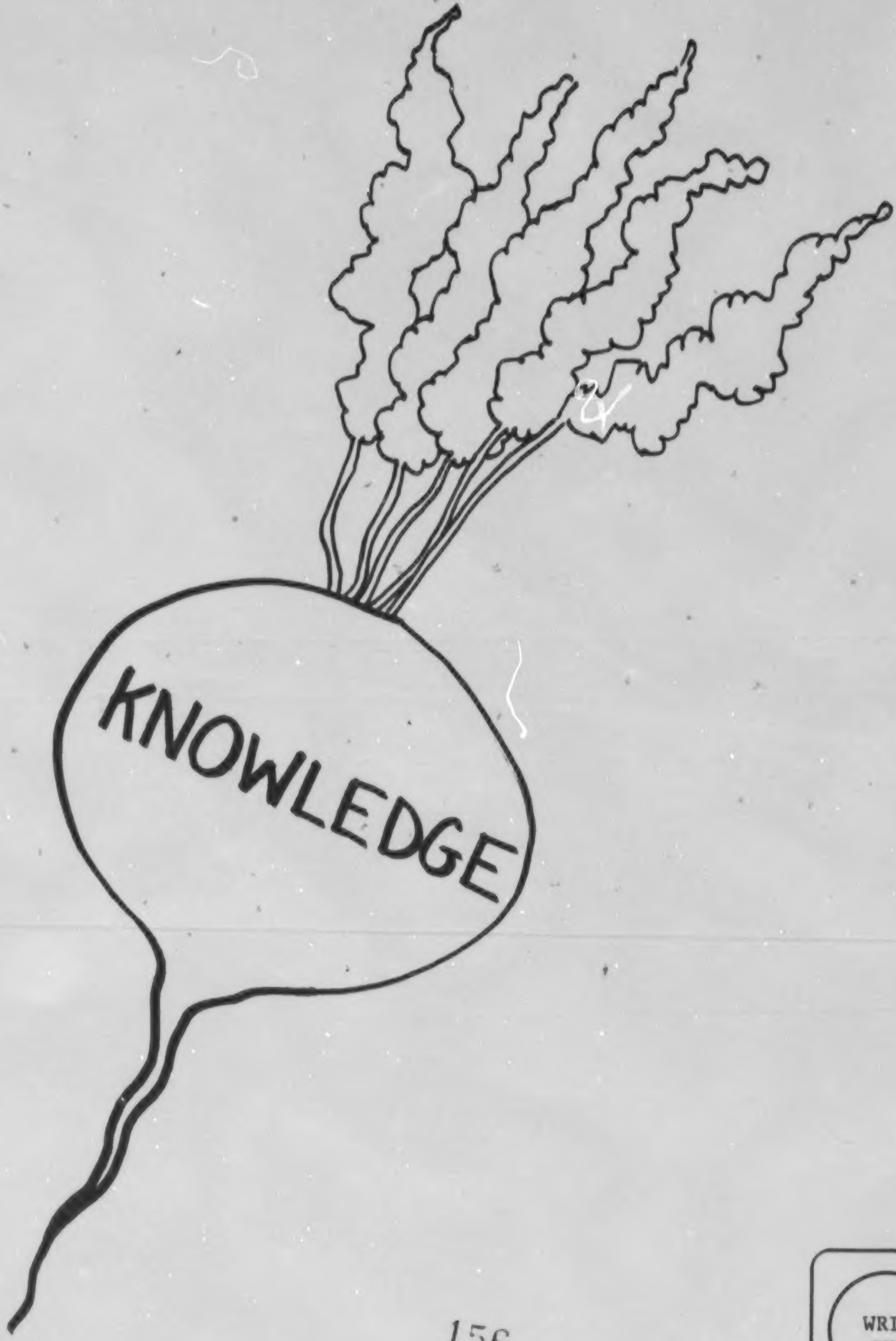
STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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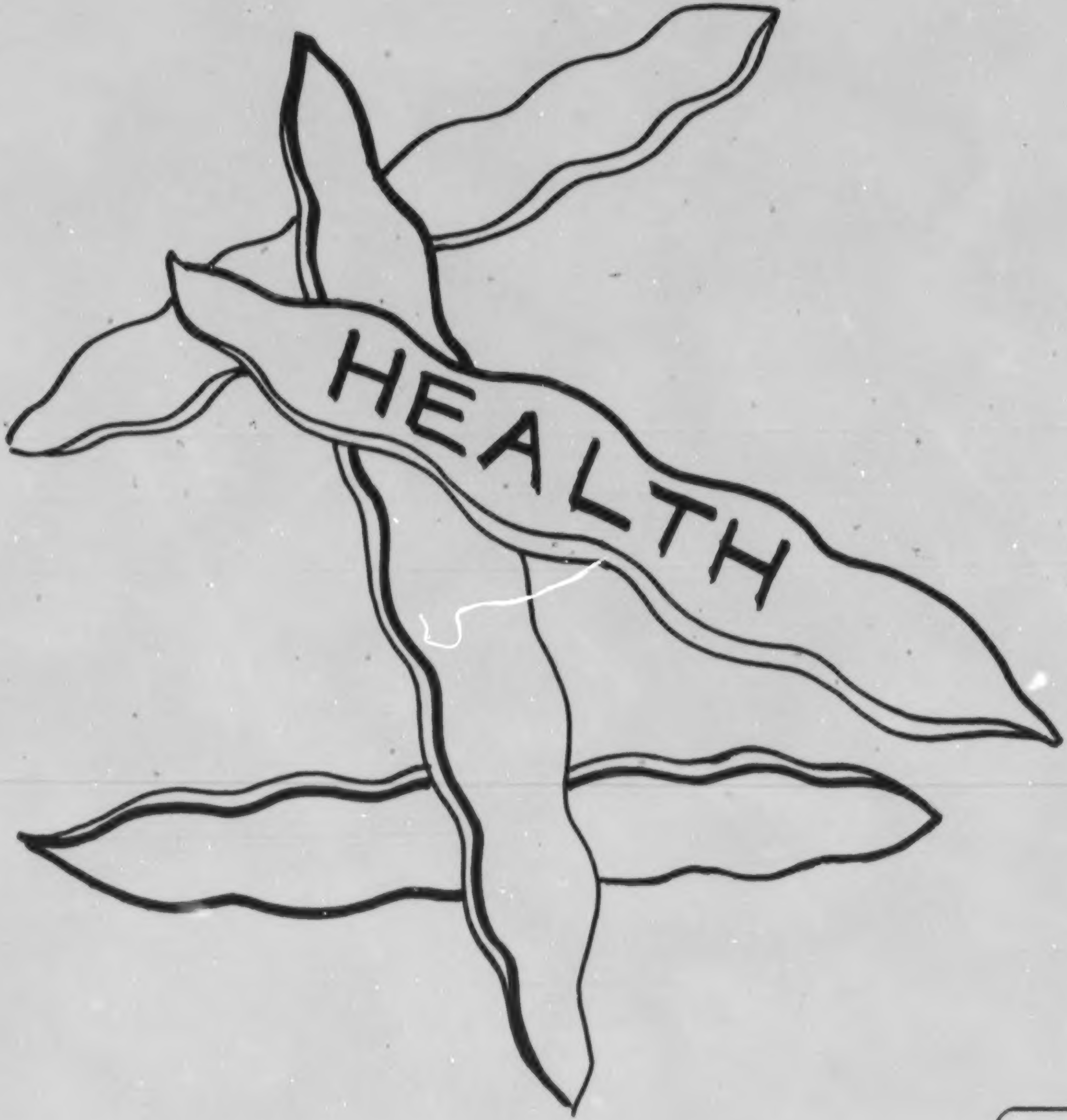
STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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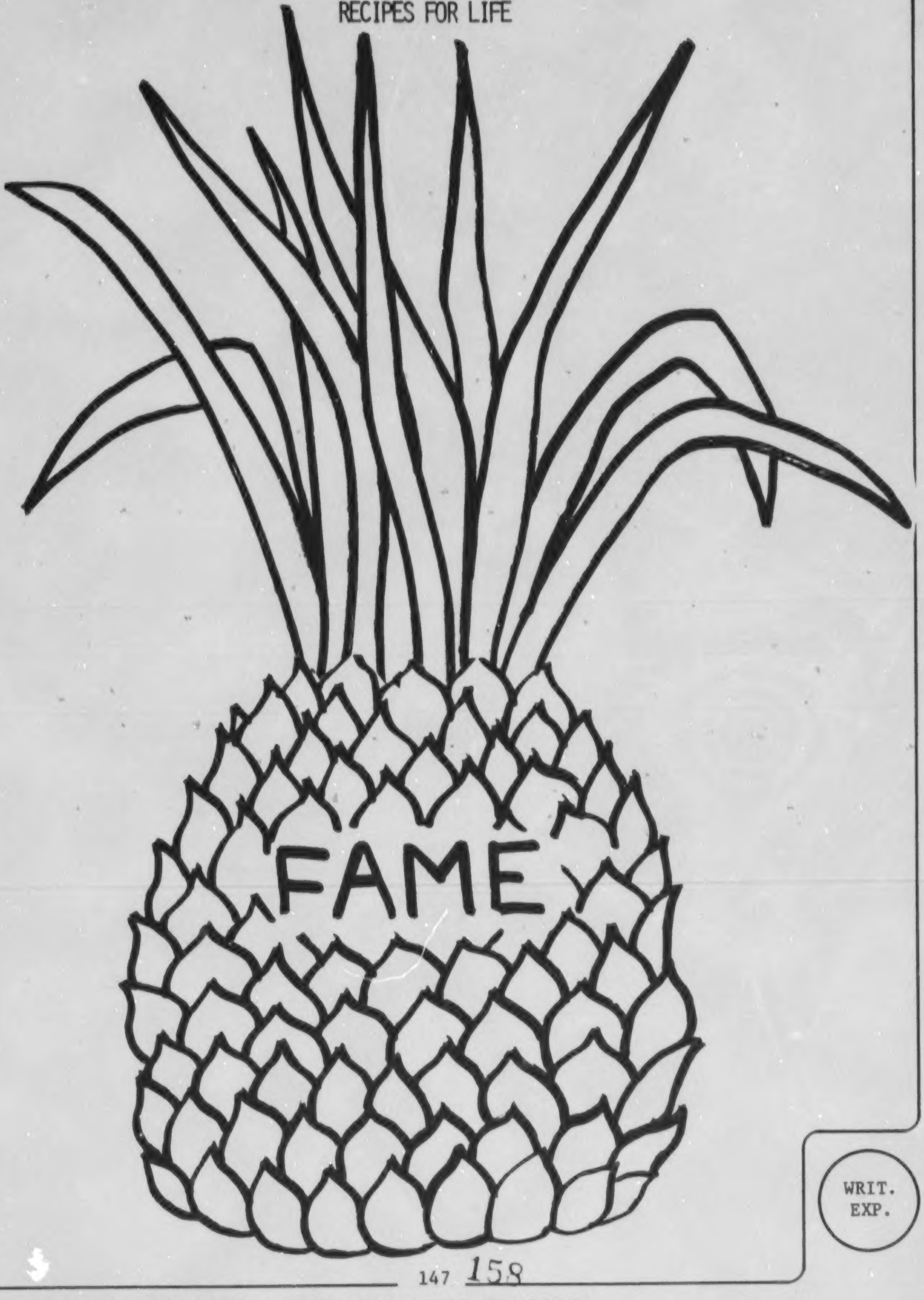
STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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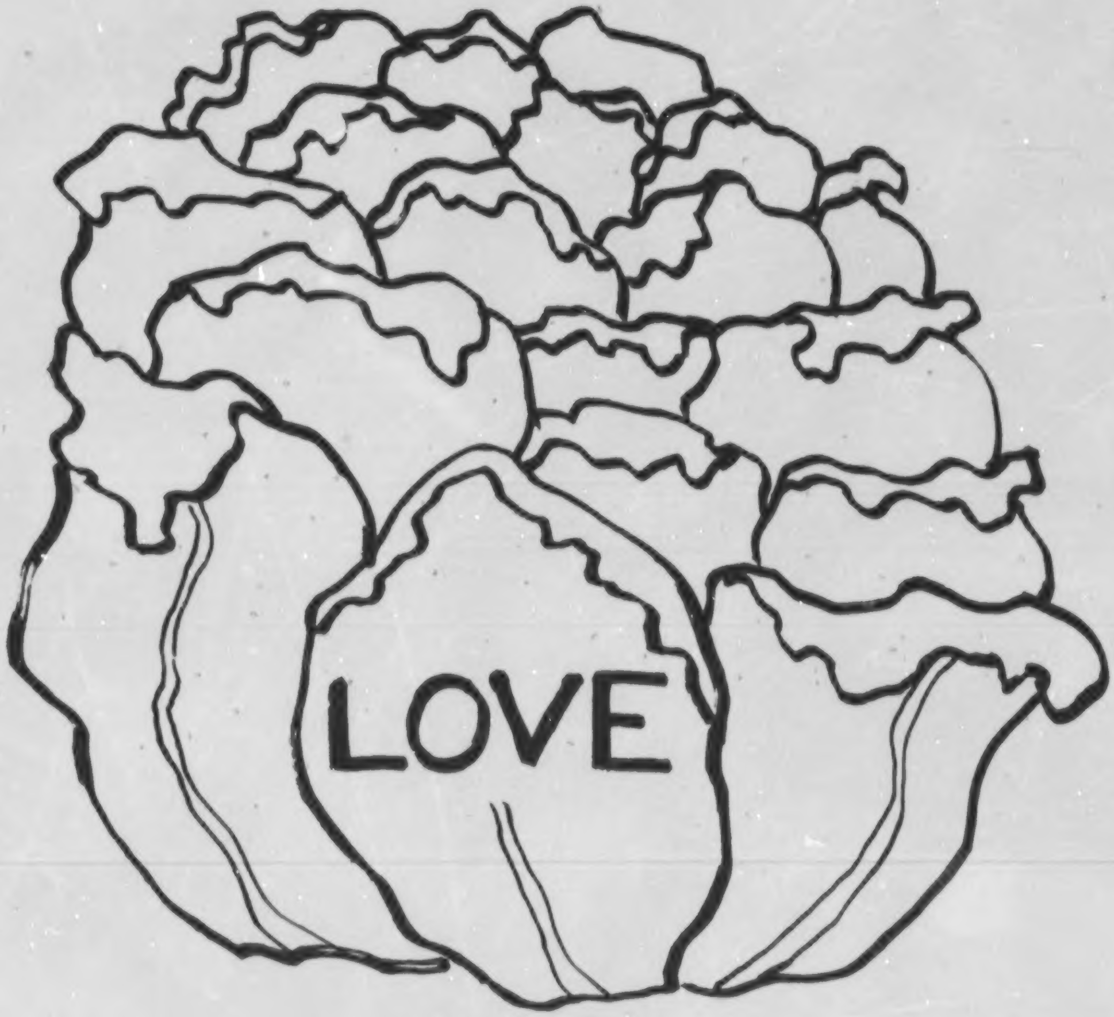
STUDENT ACTIVITY SHEET

RECIPES FOR LIFE



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SUPPLEMENTARY RESOURCES

TEACHER

A World of People. Syracuse, N.Y. School District, Upper Intermediate Life Centered Curriculum, 1974 (BICEP 3249).

STUDENTS

Farnette, Cherrie et al. People Need Each Other, A Social Awareness Activity Book. Nashville, Tenn.: Incentive Publications, 1979 (BICEP 3150).

TEACHER AND STUDENTS

DUSO #2 Kit (Developing Understandings of Self and Others). Circle Pines, Minn.: American Guidance Service, Inc., 1975 (BICEP 4067).

FOLLOW-UP ACTIVITIES

This activity could be adapted to "What is Needed to Become a Doctor".

Ingredients - College education

Directions - Stir with plenty of patience

Amount of Time - Ten to eleven years

Suspected Outcome - Successful doctor and comfortable lifestyle

TEACHER'S NOTES

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FORTUNE TELLER

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Writing Paper

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After reading descriptions of several "clients", each student will choose one description, act as a fortune teller, and write a reply to that person with predictions as to what he/she sees happening in his/her future.

PROCEDURES

1. Ask each student to write a short personal description including likes and dislikes, hobbies, favorite activities, places traveled, family information, favorite things to do on a rainy day, your bad habits, and other personal descriptions.

2. Place all descriptions in a hat or box and tell students they will now become "fortune tellers".

3. Have each student select a description from the box and predict the future of that person:

    - A future career
    - Further education
    - Places to travel
    - Family relationships
    - Leisure activities
    - Problems they may encounter

4. Have students guess which student is associated with the predictions being read. Relate these predictions to the personal descriptions.

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SUPPLEMENTARY RESOURCES

TEACHER

Ringling Bros. - Barnus & Bailey Circus. Washington, D. C.: Combined Shows, Inc. (BICEP 3320).

STUDENTS

Caney, Steven. Kids' America. New York, N.Y.: Workman Publishing, "Fortune Telling", pp. 301-311, 1978 (BICEP 3059).

Horowitz, Elinor. Soothsayer's Handbook (Fortune Telling For Fun). Philadelphia, Pa.: J. P. Lippincott, 1938.

FOLLOW-UP ACTIVITIES

Relate this activity to future predictions in other areas than personal growth and interests. The teacher may wish to discuss with students hypotheses concerning scientific advances in the next decade or century. Students can base their predictions on what they already know about problems existing in the world and how possible inventions or scientific breakthroughs in knowledge might solve these problems. The students may also wish to take their predictions into the field of social science. They may wish to speculate on how nations of the world communicate and trade with one another in the next fifty years. They may wish to speculate on finding a new land mass and what possible use it would be to humanity.

TEACHER'S NOTES

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CAREERS IN POETRY

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Paper

Pencil

Option
  Job Line

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given the "Cinquain" poetry format, the students will select a career and write a poem using that style.

PROCEDURES

1. Present students with a job line or some list with a variety of jobs. Have students select one job (preferably one word) and write it on their papers. A job line (below) is a long piece of mural paper sectioned off by letters of the alphabet and a variety of jobs listed under each letter.

JOB LINE

A	B	C	D
AIRCRAFT MECHANIC	BARBER	CARETAKER	DANCE TEACHER
ANIMAL CARETAKER	BALLOONIST	CARTOONIST	DIETICIAN
ANNOUNCER	BOOK BINDER	CHAUFFEUR	DISC JOCKEY
ASTRONOMER	BRICKLAYER	CHEMIST	DRAFTSPERSON
ATHLETIC COACH	BUTCHER	COAL MINER	DRY CLEANER

2. Ask the students to think of two words that describe that job. Write them on the next line. Put same sample on chalkboard so students can see the cinquain "grow".

3. Ask the students to think of three words that are "action" words that express a feeling about the job.

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EXP.

4. On the fourth line have the students write a phrase or use four words that express a feeling about the job.

5. On the last line have the students write another word for the job selected.

Examples:		
	Chef	Astronomer
	Cooking food	Moon watches
	Bakes, broils, fries	Studies the constellations
	Creating dishes for diners	Opens highways of the universe
	Cook	Star gazer

SUPPLEMENTARY RESOURCES

TEACHER

Forte, Imogene et al. Cornering Creative Writing: Learning Centers, Games, Activities and Ideas for the Elementary Classroom. Nashville, Tenn.: Incentive Publications, 1974 (BICEP 3142).

Forte, Imogene and Pangle, Mary Ann. Vocabulary Magic. Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3112).

Koch, Kenneth. Wishes, Lies and Dreams, Teaching Children to Write Poetry. New York, N.Y.: Vintage Books, 1970 (BICEP 3309).

FOLLOW-UP ACTIVITIES

More advanced students may wish to use syllables in place of the number of words to develop a cinquain.

Example:	Line #1 - 2 syllables	Doctor
	Line #2 - 4 syllables	Helps heal the sick.
	Line #3 - 6 syllables	Prescribes good medicine.
	Line #4 - 8 syllables	Helpful to our community.
	Line #5 - 2 syllables	Healer

TEACHER'S NOTES

I USED TO ... BUT NOW I ...

SELF CONCEPT

MATERIALS/RESOURCES

Writing Paper

"I Used To Be" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given the opportunity to compare today's self to the "old" self, the students will write poems representative of their physical appearances, favorite things to do, hobbies, friends.

PROCEDURES

1. Discuss changes that have taken place within the students since they first started school ... physical appearance, favorite things to do, hobbies, beliefs, fears, preferences, friends.
2. Compare today's selves to "old" selves noting changes that have taken place.
3. Write a poem using the form "I used to ... But now I ... .
4. Share with class and place in "ME" folder of personal work for the year.

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STUDENT ACTIVITY SHEET

I Used To... But Now I...

I USED TO BE

I used to be ______________________________

____

But now I'm ______________________________

____

I used to be ______________________________

____

But now I'm ______________________________

____

I used to be ______________________________

____

But now I'm ______________________________

____

I used to be ______________________________

____

But now I'm ______________________________

____

I used to be ______________________________

____

But now I'm ______________________________

____

BY ______________________________

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SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

Building Your Tomorrows, How You've Changed. Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1151).

FOLLOW-UP ACTIVITIES

Students may wish to reflect on other changes in their community. They may wish to interview older citizens to discuss how the community has grown..in its population, in its architecture, in its governmental structure, in its ability to provide good living conditions for its citizens.

Students may wish to reflect on changes in the work world. They may wish to research jobs in colonial times such as a shoemaker who sewed the shoes by hand to the age of the shoe machines and important shoe cities in Massachusetts to the increasing influence on European trade markets for shoes in the twentieth century. From hand made items to mass production can be an obvious example of "I Used To..But Now I..."

TEACHER'S NOTES

PERFORMING POETS

MATERIALS/RESOURCES

Writing Paper
Pencils
Oak Tag
Crayons, Paints, Magazines (Optional)
Drawing Paper (Optional)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given the opportunity to relate free verse poetry to occupations the students will write poems about an occupation.

PROCEDURES

1. Have students choose one occupation of interest to them.

2. Have students write the occupation vertically in capital letters. The first word of each line of the poem will begin with the capital letter. (See illustration.) Samples may be distributed to the students or written on the board.

A thletes work in
T eams which
H elp them win
L ots of medals,
E vents and trophies.
T eamwork means together --
E verybody can be an athlete.

3. Have the poem reflect skills used in the job, tools of the trade, and attitudes of people involved in the job.

4. Suggest students and teacher may want to mount the poems on oak tag and share them with the class. Some students may wish to illustrate their poems.

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PROCEDURES Continued

Additional Illustrations:

A ll systems -- GO!
S et radio frequency
T ake all data and
R un through computer
O K on fuel system
N ext fasten seat belts
A ll men ready?
U se microphones.
T -5 . . countdown to lift off!

G ym equipment ...
Y ouths learning new styles ...
M en jumping and vaulting
N aturally ...
A udience in awe,
S tunned by
T he expert performances.

SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness Activity Handbook. Eugene, Oregon Public Schools, 1976 (BICEP 3024).

Frank, Marjorie. If You're Trying To Teach Kids How To Write, You've Gotta Have This Book. Nashville, Tenn.: Incentive Publications, 1979. (BICEP 3270).

Schaefer, Charles E. Developing Creativity in Children, An Ideabook for Teachers. Buffalo, N.Y.: D.O.K. Publishers, Inc., 1973 (BICEP 3023).

Koch, Kenneth. Wishes, Lies and Dreams: Teaching Children To Write Poetry. New York: Random House, 1970 (BICEP 3209).

TEACHER AND STUDENTS

Hopke, William and Parramore, Barbara. Children's Dictionary of Occupations, Duplicating Master Activity Book. Philadelphia, Pa.: Career Futures, Inc., 1974 (BICEP 3279).

FOLLOW-UP ACTIVITIES

The teacher could use another class period to have children share their poems. The listening exercise could focus on trying to guess the occupations from the poems.

TEACHER'S NOTES

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EXP.

OPERATION CEMETERY

SELF CONCEPT

MATERIALS/RESOURCES

Construction Paper

Markers or Crayons

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Having visited a local cemetery, students will design their own headstones and write an epitaph.

PROCEDURES

1. Have students discuss the following topics after returning from a cemetery field trip:
   - What can be learned from visiting a cemetery?
     - . The names of earlier residents in a given area
     - . The ways people show respect for the deceased
     - . The jobs associated with taking care of a cemetery
     - . The designs, shapes, colors, materials used for tombstones
     - . The ages of people buried in the cemetery
     - . The size of families in different decades
2. Discuss the accomplishments of people's lives as they are reflected on their tombstones.
   - If there are only a few examples viewed by students, then speculate on what might be written as an epitaph for citizens of the community, their parents, their grandparents.

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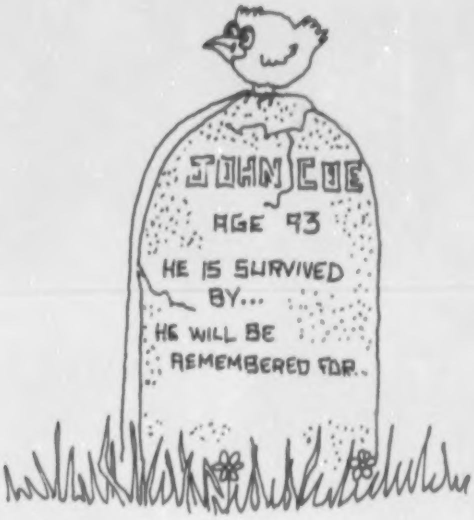
PROCEDURES Continued

3. Initiate assignment for students to write their own epitaphs. Have them reflect on what they would like to accomplish in life and what they would most like to be remembered for.

4. Pass out materials and give sufficient time for students to complete their epitaphs.

5. Display in classroom.


JOHN DOE
AGE 93
HE IS SURVIVED BY...
HE WILL BE REMEMBERED FOR...

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SUPPLEMENTARY RESOURCES

TEACHER

Simon, Sidney et al. Values Clarification, A Handbook for Practical Strategies for Teachers and Students. Strategy #56, New York: Hart Publishing Co., 1972 (BICEP 2527).

The Cemetery Box. Carthage, Ill.: Good Apple Publications, 1976 (BICEP 3319).

STUDENTS

Caney, Steven. Kids' America. New York, N.Y.: Workman Publishing, "Genealogy". pp. 26-37, 1978 (BICEP 3059).

Anders, Rebecca. A Look at Death. Minneapolis, Minn.: Lerner Publications, 1978 (BICEP 9034).

FOLLOW-UP ACTIVITIES

A possible visit by a mortician to the classroom or a field trip to a funeral parlor would be an appropriate follow-up activity. Gravestone rubbings can be an activity related to Halloween. A class mural of designs of a graveyard can be related to ecological studies. Math can also be related as students determine area and perimeter of gravestones.

TEACHER'S NOTES

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AUTHORS ARE WE

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

How To Write A Book (Movie or Filmstrip)

- Construction Paper
- Magic Markers
- Crayons/Paints
- Sketch Pads
- Writing Paper
- Typewriter (Optional)

Variety of different types of books (picture books, easy readers, fairy tales, non-fiction, biographies, how-to books, sports stories, nursery rhymes, etc.)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Five Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

After viewing the Holling presentation of "How To Write A Book", students will use the information to write a class book and relate the experience to the work of an author and illustrator.

PROCEDURES

FIRST CLASS PERIOD

1. Show class Holling C. Holling's How To Write A Book.
2. Discuss the major points mentioned as necessary to research and produce a book.

SECOND CLASS PERIOD

3. Invite a children's author, a poet, a librarian, or a story teller, to the class to discuss the motivators for writing stories, the variety of formats which can be used, the plot of a story for the intended audience, the preparation of the manuscript, decisions regarding illustrations or photography, and obtaining a publisher.

THIRD CLASS PERIOD

4. Allow students to digest all the information provided as they examine a variety of books (see suggested kinds in "Materials/Resources".)
5. Let students decide if they will research and write on their own, collaborate with an illustrator, or jointly write and illustrate a class story.

WRIT.
EXP.

FOURTH CLASS PERIOD

6. Depending upon decisions, have students begin to research their topics or to fabricate a plot. Make sure there is a "writing corner" where students may go to create their book; a place which is attractive and conducive to writing, where sketch pads are available for illustrations and there are relatively few distractions for concentration.

FIFTH CLASS PERIOD

7. Converse with individuals as they progress in the writing stages of production.
8. (Optional) Invite previous class visitor to come back to class to hold individual or small group conferences with "authors" thereby affording students an expert to advise, encourage and edit copy.
9. Complete dummy copy and have approval by teacher/editor, class guests, or team workers.
10. Choose type of paper: illustration map board, cardboard, oaktag, etc. and size. Encourage unusual shapes and sizes, color schemes to enhance creativity. Examples:
    - A book about Cape Cod in the shape of a shell
    - A picture book on colors in the size and color of the traditional crayon bc
    - An alphabet animal book made on poster board with different textures used
    - A baseball story in the shape of a baseball diamond.
11. Choose production crew (best writer, a parent volunteer typist, a student typist, an older student studying graphics and design) and complete second copy.
12. Share books with classmates as well as "resident" authors and parent assistants who have participated in the motivating, writing, illustrating and producing process. A book fair to display students' original books could also be a culminating activity.

NOTE TO TEACHER: The following additional references are included as supplements to this activity.

English Composition for Children, Middle/Upper Elementary, Series 3 "Being The Thing", "Creating Fables", "Creating Just So Stories", "Creating A Picture Book". Verdugo City, Calif.: Pied Piper Prod., 1975 (Centerville).

English Composition for Children, Elementary/Jr. High, Series 5, "Elements of a Story", "Creating a Beginning", "Developing a Character", "Building a Conflict". Verdugo City, Calif.: Pied Piper Prod., 1975 (Centerville).

SUPPLEMENTARY RESOURCES

TEACHER

Expressive Writing: Practical/Creative. "Story Writing, Parts 1, 2, 3 and 4". Niles, Ill.: 1971 (BICEP 4035b and 4035c).

"Making a Hornbook", Program Description and Learning Episode, Technology for Children Project. New Brunswick, N.J.: N. J. State Dept. of Education, 1975. pp. 119-123 (BICEP 1091).

Pathways Multiple Ending Stories. Niles, Ill.: Knowledge Aid Division, 1973 (BICEP 4034).

STUDENTS

Tigue, Ethel. Looking Forward To A Career-Writing. Minneapolis, Minn.: Dillon Press, 1970 (BICEP 9111).

Weiss, Harvey. How To Make Your Own Books. New York: Thomas Y. Crowell Co., 1974.

FOLLOW-UP ACTIVITIES

An excellent means of helping students write their own books is to have an experienced librarian come to discuss picture books with intermediate students to help them reactivate their memories as to the types of reading experiences they enjoyed when they were younger. This helps them to visualize the type of "book" they might like to write for younger audiences.

TEACHER'S NOTES

WRIT.
EXP.

DYNAMITE DIAMANTE'S ..... CAREER POETRY

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Paper

Pencil

DETAILS

LEVEL:	Intermediate
TYPE:	Entire Class Small Groups Individual
TIME:	One Class Period

INSTRUCTIONAL OBJECTIVE

Given the "Diamante Poetry" format and the understanding of adjectives, participles and nouns, the students will write career Diamantes.

PROCEDURES

1. Have students select a career and write it on the first line.
2. Have students write two adjectives relating to the career on the second line.
3. Have students write three participles relating to the career on the third line.
4. Have four related nouns on line four.
5. Have line five be like line three - three participles different from line three.
6. Have line six be two adjectives, different from line two.
7. Have line seven be one noun or career opposite of the career selected.

Diamante -
One noun
Two adjectives
Three participles
Four related nouns
Three participles
Two adjectives
One noun

WRIT. EXP.

PROCEDURES Continued

In place of careers the teacher may change the subject to self awareness.

Example:
Friends
Generous, kind
Needing, wanting, giving
You, Sal, Kathy, Alan
Understanding, sharing, loving
Good, mine
Enemies

8. Adjectives which might be useful for students and teacher use in writing poetry either with a self awareness or career awareness theme are listed below.

Angry
Amiable
Appreciative
Benevolent
Bothered
Careful
Concerned
Conscientious
Courteous
Disturbed
Dreadful
Energetic
Envious
Forceful
Frank
Free
Greedy
Happy
Honest
Hungry
Industrious
Inhibited
Jealous
Kind
Lofty
Loveable
Mean
Nasty
Natural
Naughty
Obnoxious
Perky
Pesty
Pretty
Punctual
Quick
Quiet
Reserved
Respectful
Righteous
Satisfied
Sincere
Thankful
Trustworthy
Ugly
Unhappy
Useful
Vain
Vindictive
Wary
Youthful
Zealous

WRIT.
EXP.

SUPPLEMENTARY RESOURCES

TEACHER

Chenfeld, Mimi. Teaching Language Arts Creatively. New York, N.Y.: Harcourt Brace and Jovanovich, Inc., 1978 (BICEP 3110).

Forte, Imogene et al. Vocabulary Magic. Nashville, Tenn.: Incentive Publications, 1977, "Valuable Values", pp. 99 to 102 (BICEP 3112).

Frank, Marjorie. If You're Going To Teach Kids To Write, You've Gotta Have This Book. Nashville, Tenn.: Incentive Publications, 1979 (BICEP 3270).

STUDENTS

Career World I. Highwood, Ill.: Curriculum Innovations, Inc. Volume 7, No. 3, "Publish Your Poetry", Nov. 1978 (BICEP)

FOLLOW-UP ACTIVITIES

For students who find following the diamante pattern difficult, an option in free verse might be appropriate. Introductory sentences that lead to self awareness or occupational awareness such as these listed below might be useful in helping students write some poetry:

If I could teach everyone in the world one thing, it would be to...

School and work is fine for me, because...

Cooperation counts especially...

The key to success is...

Useful, kind and patient is the nurse...

TEACHER'S NOTES

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WRIT.
EXP.

LETTER PERFECT

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Chalkboard

Experience Paper and Easel

Secretarial Seal and or Blue Ribbon

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will demonstrate their knowledge of how to write a business letter by simulating the skills needed for a secretarial position through role playing and then writing an original business letter with an occupational theme.

PROCEDURES

FIRST CLASS PERIOD

1. Discuss the necessary language arts skills necessary for being a secretary. Items that may come from the group members are:

    - courteous behavior
    - typing skill
    - office machine skill
    - filing and organizing skills
    - pleasing voice on telephone
    - short hand skill
    - neatness
    - interpersonal skills

2. Introduce the role playing situation by asking students to volunteer to enact an office scene.

Characters	Setting
employer	office of town manager
secretary	
trainee learning secretarial skills	

3. Instruct participants to portray a scene which shows the secretary explaining the parts of a business letter to the trainee (thereby showing his/her knowledge of the parts of a business letter). Suggest that the secretary demonstrate knowledge by explaining parts, punctuation and spacing of a typed business letter on the chalkboard or experience paper with the use of an easel. Make sure that the demonstrater places his/her self in a position where the whole class can observe the "training session".

WRIT.
EXP.

PROCEDURES Continued

4. Instruct observers to listen for accuracy of explanation as well as notice the personal mannerisms of the secretary toward the "trainee". A sample of what should be put on the chalkboard or the experience paper is shown below:

LETTERHEAD
Containing
Business/Agency/Company/Person's Name
Street Address
City, State Zip Code
(optional information may include telephone)

DATE Month Date, Year

INSIDE ADDRESS
Name/Title of Person/Business/Agency/Company
Street Address
City, State Zip Code

SALUATION
(depends upon the situation)
(punctuation following salutation must be a colon :)

INTRODUCTORY PARAGRAPH

MAJOR TOPIC(S) OF THE LETTER

CONCLUDING PARAGRAPH

CLOSING
Sincerely yours,

TYPED SIGNATURE

SECRETARY IDENTIFICATION
WRITER IDENTIFICATION

5. Conduct one role playing scene and discuss content as well as desired personal characteristics: patience, knowledge, support for a person just learning a new skill in a new job setting.

SECOND CLASS PERIOD

6. Ask if there are new volunteers thereby allowing for a second content review before students have to write business letters individually. If there are willing participants, re-enact procedures 2, 3, 4 and 5. If there is obvious difficulty with any content, reteach before second role playing takes place.

7. Culminate the second class period by enumerating a variety of business letters that can be penned by students with an occupational theme.

    - student writes a letter to a manufacturing company president to request an opportunity to visit the work site and interview the executive

    - student writes a letter to a college admissions office requesting a catalog and other brochures about programs and entrance requirements

    - student writes a letter to a former teacher asking for a letter of recommendation for a summer position in a local recreation program

    - student writes a thank you letter to a class visitor who has discussed his/her occupation with the group

    - student writes to an association such as the American Bar Association to obtain pamphlets or other materials about the career of an attorney

8. Suggest that students bring sample business letters from home to show typed format and style.

THIRD CLASS PERIOD

9. Discuss any samples offered and mount them for all students to study. Then discuss the contents of all the suggested letters listed in procedure # 7 so students can become familiar with the "tone" of a business letter. Explain any vocabulary or punctuation which may not normally be used by students in their regular friendly letter writing. Such words might include:

request appreciation convenience sincerely

10. Provide adequate time for students to compose their letters. Give assistance on an individual basis as needed.

11. Display completed letters on a bulletin board entitled "Letter Perfect" and decorate each with a seal or blue ribbon giving recognition to an accomplished "student secretary".

SUPPLEMENTARY RESOURCES

TEACHER

Chenfeld, Mimi Brodsky. Teaching Language Arts Creatively. New York, N.Y., Harcourt Brace Jovanovich, Inc., 1978 (BICEP 3110).

Teacher-Developed Infused Curriculum Modules, Grades 4-6, All Subjects. Arlington, Texas, Partners in Career Education, 1977 "Letter Writing" p. 90 (BICEP 3163).

"The Business Lab". Project GROW Activity Card No. 5, Levels 3-6. Florida State Dept. of Education, 1975 (BICEP 3126).

TEACHERS AND STUDENTS

Building Your Tomorrows. How to Be A Secretary. Columbus, GA., American Learning Systems, Inc., 1977 (BICEP 1176).

FOLLOW-UP ACTIVITIES

Students may wish to investigate how to write a resume. They could discuss how the appearance of a resume prepared by a person or a secretary must be typed with precision and accuracy.

TEACHER'S NOTES

WRIT.
EXP.

THE MEDIA AND THE HANDICAPPED

MATERIALS/RESOURCES

Newspapers

Observation Worksheet

Copies of TV Guide or Weekly Listings With Descriptions of Programming

Magazines

Experience Chart Paper

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Students will identify handicaps and make personal observations regarding the portrayal of handicapped persons as shown in the media.

PROCEDURES

1. Discuss any handicapping conditions students may be aware of. Examples might include:
   - Loss of hearing
   - Loss of sight
   - Size (dwarf)
   - Artificial limbs
   - Use of wheel chair
   - Visual signs of retardation

   If students are reluctant to join in discussion, the teacher should offer observations.

2. Discuss with students how many times they may have seen handicapped persons on television, in the newspapers or in magazine articles or advertisements.

3. List on chalkboard examples which students offer thereby creating an awareness and need to more carefully observe limitations of the media in relation to handicapped persons.

4. Provide worksheet for students to give specificity to their independent observations.

5. Discuss categories included in the worksheet. Avoid making judgments with students before independent observations.

6. Leave a blank experience paper chart in an obvious location in the classroom for students to record immediate impressions during the three day observation period.

WRIT.
EXP.

PROCEDURES Continued

7. Continue discussion after the three day period has elapsed. Discussion should focus on the following questions:

    - Are disabled people fairly portrayed most of the time in the media?
    - If you were handicapped, would you be content with the media's portrayal of you and your handicap? Why or why not?
    - If "invisibility" is evident in the media, what does that tell us about the recognition we are giving these people?

8. Allow time for students to report out their observations as this first activity culminates.

WRIT.
EXP.

STUDENT ACTIVITY SHEET

MEDIA OBSERVATION WORKSHEET

DO HANDICAPPED PEOPLE GET A FAIR SHAKE?			
Observer:______________________	Day I	Day II	Day III
Type of Media Television			
Newspaper			
Magazine			
Situation News			
Advertisements			
Special Features or Programs			
How many times during the day did you see a handicapped person in the media?			

List adjectives you heard or read in relation to handicapped persons.

WRIT. EXP.

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SUPPLEMENTARY RESOURCES

TEACHER

Bilken, Douglas and Sokoloff, Michele (Editors). What Do You Do When Your Wheelchair Gets A Flat Tire? Syracuse, N.Y., Human Policy Press, 1978 (BICEP 3153).

TEACHER AND STUDENT

Overcoming Handicaps(f/c series). Boulder, Colorado, Learning Tree Filmstrips, 1978 (BICEP).

FOLLOW-UP ACTIVITIES

Students may wish to create ideas for a program featuring a better understanding of the handicapped. A small group of television "writers" could actually write the script, make staging suggestions, enlist a cast of characters, and present their program to a student and/or adult audience.

TEACHER'S NOTES

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WRIT.
EXP.

ACCENTUATE THE POSITIVE

ATTITUDES TOWARD DIGNITY OF WORK

MATERIALS/RESOURCES

Newspapers

TV Listings with Programming Descriptions

Magazines

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Group

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Utilizing the information gained from "The Media and the Handicapped", students will rewrite the news, eliminating stereotypes and presenting a positive image of the handicapped and their capabilities.

PROCEDURES

1. Initiate new activity by proposing that students "rewrite" or "redesign" the news articles, portions of television programs or advertisements they have observed to portray handicapped people in a positive light.

2. Use the students' observation sheets to discuss the revision process. Additional points for students to consider would be the following:
   - Person's dress
   - Setting
   - Dialogue or conversation
   - Reactions of others to handicapped people

3. Encourage role playing of a hypothetical situation(s) which can be designed to reflect positive feelings. Examples of these role playing situations might include the following:

Negative Situation

Baseball coach chooses teams and assigns a crippled person confined to a wheel chair to keep score because "he/she can't move around".

Positive Situation

Baseball coach encourages crippled person confined to a wheel chair to interview players in press box and be in charge of public relations efforts for the team.

WRIT.
EXP.

4. Instruct volunteers in role playing situations to present first situation in the light of the coach reinforcing a lack of confidence in the ability of the crippled person. Instruct volunteers in the second role playing situation to portray confidence in the crippled person's communication skills thereby offering a position with the team of importance, prestige and monetary worth.

5. Invite newspaper reporters and or freelance writers to come to the classroom and discuss their responsibilities for reporting the news. Have students ask questions about the portrayal of handicapped persons as well as share their own observations with the invited guest.

6. Allow students who wish to personally interview a handicapped person do so and report back to the students. Stress the work that the handicapped person engages in and their success in their chosen occupation/career.

VARIATIONS

Teacher may wish to incooperate the following situations in relation to this activity.

Teacher might give an assignment of the "wrong page" covering material that has not yet been introduced to the students. Then directions can be given to the group to do the best work they can and not to ask questions about what must be accomplished. Obvious frustration will occur.

Following the initial frustration period, there can then be a discussion of the feelings that were aroused due to this frustration. There will be comments about feeling dumb, angry and useless. This can turn the discussion toward a person who is not able to speak and share their feelings with others. The activity is meant to help students feel empathy for someone in that situation as well as expanding their own tolerance for those who act differently from themselves.

* * * * * * *

Teacher might divide the students into small groups in order that they brainstorm things that need to be invented. The emphasis should be to produce something that would help a disabled person do something that he/she might not be able to do otherwise.

A beginning point for their small group discussion would be to have them think of things that they do everyday and then transfer their emphasis to those things which are part of their normal lives but cannot be done by a handicapped person.

The group then would choose an invention and either construct it or draw its design. If designs were to be displayed, a contest might be considered for the most useful invention making sure that at least one disabled student be one of the judges.

For additional resources refer to:
Helmund, Judith. People Are A Rainbow Series. Hyannis, MA., Barnstable Public Schools, 1979 (BICEP and Centerville).

WRIT.
EXP.

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SUPPLEMENTARY RESOURCES

TEACHER

American Foundation for the Blind. 15 W. 16th Street, New York, N.Y. 10011

National Association for Retarded Citizens. 2709 Ave. E. East., Arlington, TX 76001

United Cerebral Palsy of Central Indiana. 615 N. Alabama St., Indianapolis, Ind.,46204

National Association for the Deaf. Washington, D.C.

Center for Independent Living, Inc. 2539 Telegraph Avenue, Berkley, CA 94704

FOLLOW-UP ACTIVITIES

Students may wish to write to television network executives, newspaper publishers and magazine editorial personnel indicating their concerns about positive media coverage for the handicapped. Concrete suggestions for ways to do this should be a part of a class discussion prior to actual letter writing.

TEACHER'S NOTES

WRIT.
EXP.

Comprehension

THE DOCTOR IS IN

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Cutout Letters, Shapes, Numbers, Colors
Comic Books
Lab Coat (optional)
Old Frames
Cases

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Two Class Periods Ongoing

INSTRUCTIONAL OBJECTIVE

After visiting the office of a local optometrist and role playing in the classroom the functions of this doctor, the students will be able to identify the kinds of work an optometrist does.

PROCEDURES

FIRST CLASS PERIOD

1. Make arrangements for the class to visit the office of a local optometrist. Prior to the visit plan to discuss with the doctor, in person or over the telephone, the specific purpose of the field trip and the kinds of things to be covered in his/her presentation.

   Example: The type of work the doctor does
   The purpose of a waiting room and examining room
   The function of the eye charts and other equipment
   The education and skills necessary to be an optometrist.

   The students may prepare individual questions to ask the doctor during the visit or the questions can be prepared by the class as a whole on experience chart paper.

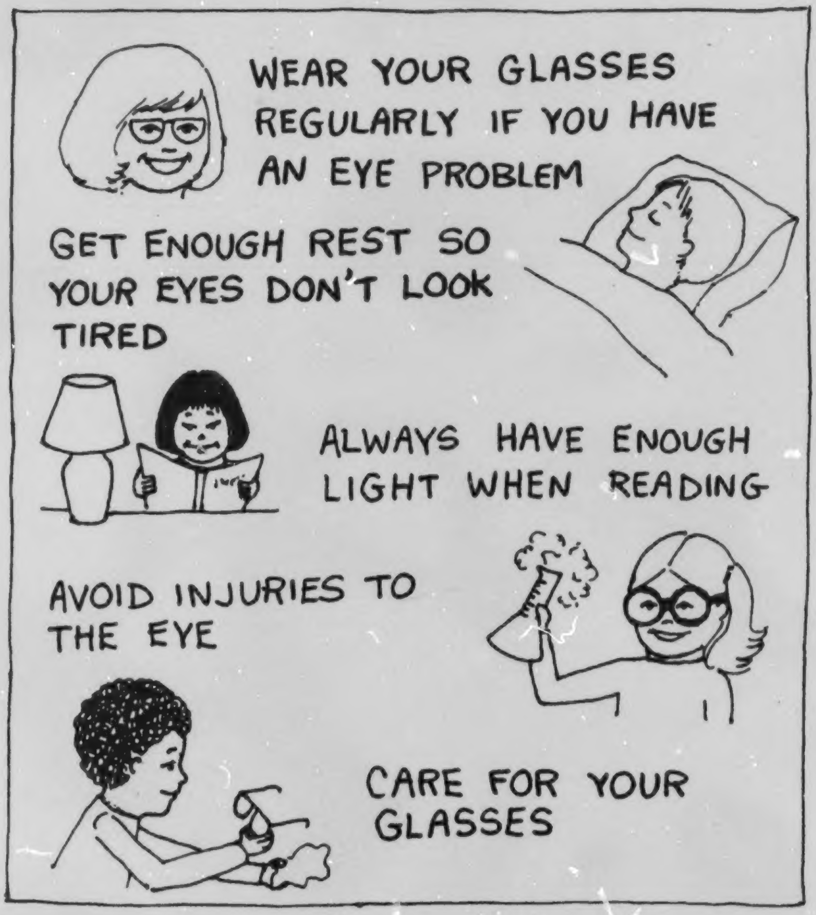
2. Visit the optometrist's office, listen to the doctor's presentation, and then participate in a question and answer time.

COMP.

PROCEDURES Continued

SECOND CLASS PERIOD

1. After the field trip, set aside a special corner of the classroom to organize the "doctor's office". Use screens to separate the waiting room, office and examining areas. Comic books can be used in the waiting room. Eye charts can be made of upper and lower case letters, numbers, shapes, etc. Provide opportunities for students to visit the center and participate in activities during the course of the school day.
2. Have students review, during free times, their letters and numbers, one being the "patient", the other the "doctor".
3. Use play money to pay for the glasses and services rendered. This will necessitate using simple addition and subtraction.


WEAR YOUR GLASSES REGULARLY IF YOU HAVE AN EYE PROBLEM
GET ENOUGH REST SO YOUR EYES DON'T LOOK TIRED
ALWAYS HAVE ENOUGH LIGHT WHEN READING
AVOID INJURIES TO THE EYE
CARE FOR YOUR GLASSES

SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. Special Kids' Stuff: High Interest, Low Vocabulary Reading and Language Skills Activities. Nashville, Tenn.: Incentive Publications, "Pict-O-Gram". pp. 41-48, 1976 (BICEP 3145).

Gess, Diane and Miles, Robert. Careers: A Supplemental Reading Program, Level C. New York, N.Y.: Harcourt Brace Jovanovich, 1975. "Dispensing Optician and Optical Mechanic" Story Folder/Activity Card (BICEP 4069).

Petersen, Marla et al. Job Lab I. Boston, Mass.: Houghton Mifflin Co., "Optician/Optometrist", 1976 (BICEP 4070).

Fiarotta, Phyllis and Noel. Be What You Want To Be, The Complete Dress Up and Pretend Craft Book. New York, N.Y.: Workman Publishing Co., 1977. pp. 299-301 (BICEP 3106).

FOLLOW-UP ACTIVITIES

A follow-up activity could be for students to design a bulletin board which reminds them of health habits appropriate to maintaining good eyesight. Sample thoughts and illustrations might include:

- Wearing glasses regularly if one has a prescription for remediating eye problems
- Getting proper rest so eyes do not appear tired
- Using proper lighting when doing homework or reading for leisure time purposes
- Avoiding injuries to the eye whenever possible
- Cleaning glasses regularly and caring for them (use eye glass case, etc.)

TEACHER'S NOTES

COMP.

FEELINGS KALEIDOSCOPE

SELF CONCEPT

MATERIALS/RESOURCES

Paper
Paste
Scissors
Crayons
Magazines from which to cut pictures

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

After discussing feelings as legitimate expressions of one's personality, students will design a "feelings bulletin board" which depicts things that make them feel happy, sad, angry, or afraid.

PROCEDURES

PRIOR TO BEGINNING ACTIVITY

1. Observe students over a one-week period and jot down examples of feelings which surfaced in the actions of students over that time span.
2. Record those feelings which affected more than one person so that later recall for students will be easier.
3. Utilize student resource materials as indicated in the "Supplementary Resources" to begin focusing on personal feelings.
4. Encourage open discussion of feelings without making a judgment about their positive or negative outcomes.

COMP.

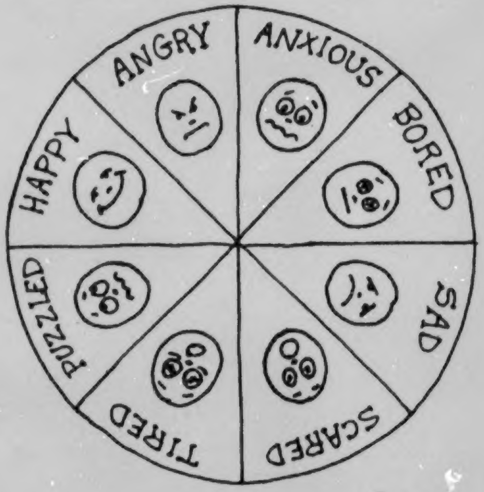
PROCEDURES Continued

FIRST CLASS PERIOD

1. Introduce "Feelings Kaleidoscope" by sharing observations over the week's time with students.
2. Point out situations and encourage students to "talk out" their feelings.
3. Discuss variety of feelings all people experience:
    - Loneliness of old age when friends go away
    - Sorrow when a pet dies
    - Love for parents
    - Anger when someone steals your bicycle
    - Jealousy when a new brother or sister is born
    - Fear when you are left alone or get lost in a strange place
    - Happiness when your best friend can come to your birthday party.
4. List on the chalkboard all the different feelings students share.

SECOND CLASS PERIOD

1. Begin day's activity with passing out paper and materials for students to graphically display their feelings.
2. Allow any setting to be drawn by students. Examples might include:
    - How you felt when you first came to school
    - How you felt when you knew you had to have your tonsils removed
    - How you feel on a rainy day
    - How you feel when you don't get your favorite seat on the school bus
    - How you feel when you are left on your own to do a job.
3. Allow students to place their pictures on the bulletin board (previously prepared background and lettering to be done by the teacher).



COMP.

SUPPLEMENTARY RESOURCES

TEACHER

Magnuson, Carolyn. You and Others=??? Level K-3. University of Missouri, Career Education Curriculum Project, 1974. pp. 5-20 (BICEP 2515).

Elardo, Phyllis and Cooper, Mark. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977. pp. 9-49 (BICEP 3274).

Kindle Who Am I? "All Kinds of Feelings". Englewood Cliffs, N.J.: Scholastic Magazines, Inc., 1970 (BICEP 4000e).

Free To Be... You and Me: Marlo Thomas and Friends. New York, Arista Records. (BICEP 4063).

STUDENTS

Conta, Marcia and Reardon, Maureen. Feelings Between Friends. Milwaukee, Wisconsin: Advanced Learning Concepts, Inc., 1974 (BICEP 9058).

Conta, Marcia and Reardon, Maureen. Feelings Between Kids and Grownups. Milwaukee, Wisconsin: Advanced Learning Concepts, Inc., 1974 (BICEP 9059).

FOLLOW-UP ACTIVITIES

Language arts could be enhanced by having students and teacher bring to class some pictures in which strong feelings are expressed. The students can then create experience stories about the situation Music could deal with feelings by selecting songs that have this theme. Students could learn them and, better still, compose their own music and lyrics.

Additional appropriate student resources for this activity are:

O'Neill, Mary. Hailstones and Halibut Bones

Vroist, Judith. Alexander and the Horrible, No Good, Very Bad Day

TEACHER'S NOTES

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COMP.

HAND -Y WORK

SELF CONCEPT

MATERIALS/RESOURCES

Drawing Paper
Crayons, Magic Markers
Paste
Scissors
"Hand"-Y Work Worksheet

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After a discussion and creation of a poster through a hands-on art activity, the students will be able to identify the different types of work (activities) that can be done with the hands.

PROCEDURES

1. Begin discussion with a leading question such as:

   "What kinds of work do people do with their hands?"

2. Accept legitimate answers and record on chalkboard or experience chart paper the worker and the job which requires manual dexterity. Examples might include:

Cook	Making biscuits
Secretary	Typing
Painter	Gilding a church steeple
Accountant	Fingering a calculator
Artist	Sketching a landscape
Florist	Making a holiday wreath
Cabinet maker	Smoothing a piece of wood
Quilt maker	Sewing pieces together
Pilot	Working controls

   Encourage students to include jobs that handicapped persons could perform.

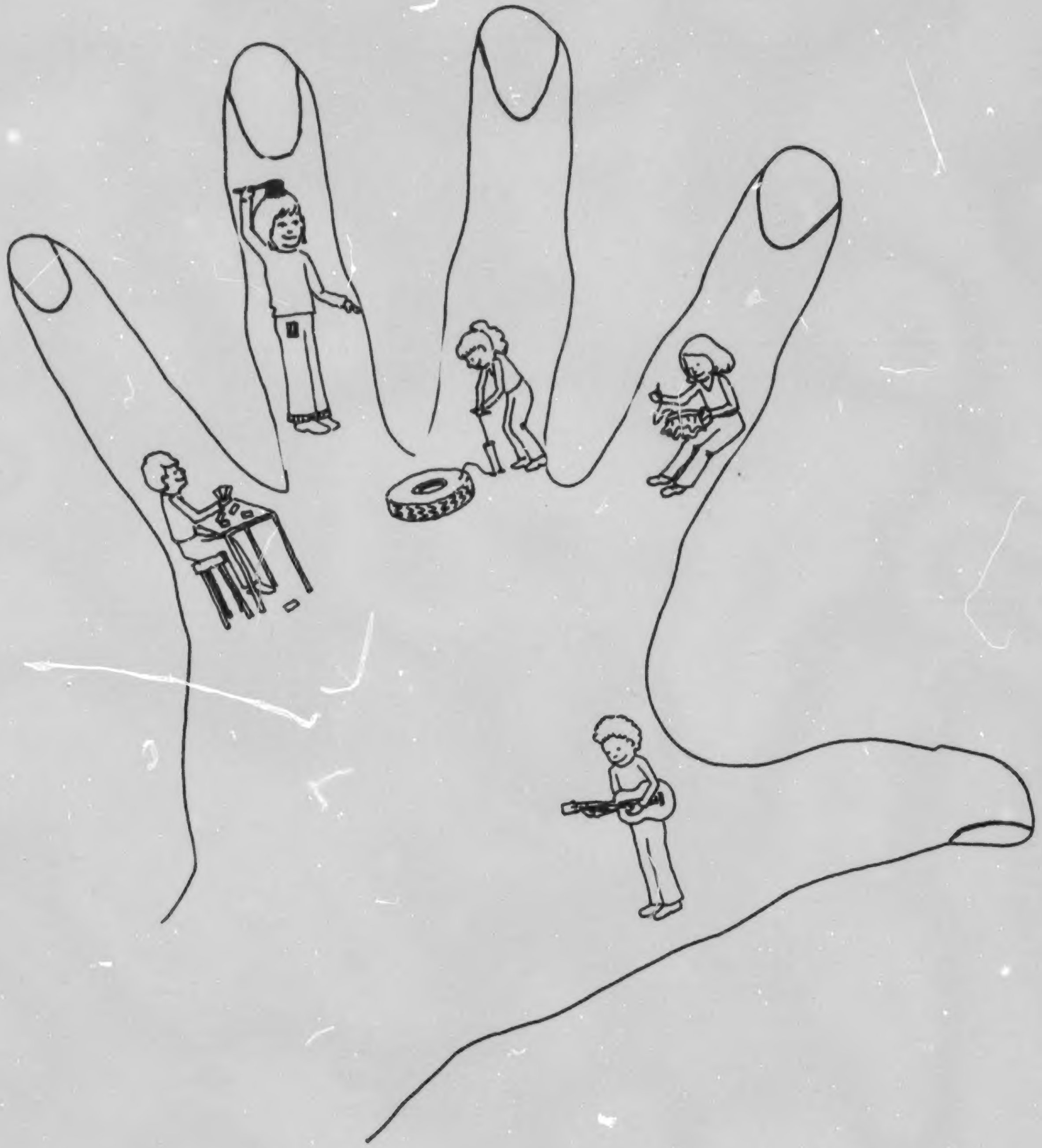
3. Turn discussion from adult workers to classroom workers. Record on chalkboard or experience chart paper things students themselves can do with their hands as a lead-in to their own "Hand"-Y Work chart.

4. Provide students with materials to draw their own "hand" and place 1) words, 2) cutout pictures, or 3) drawn pictures. (See "Hand-Y Work" Worksheet.)

COMP.

STUDENT ACTIVITY SHEET

HAND' -Y WORK



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COMP.

SUPPLEMENTARY RESOURCES

TEACHER

McGrath, Ruth and Graham, Beth. Tools, Wood and Glue, An Invitation To Grow. Buffalo, N.Y.: D.O.K. Publishers, Inc., 1976 (BICEP 3050).

Kindle Series #1, "Who Am I" The Joy of Being You. Englewood Cliffs, N.J.: Scholastic Magazines, Inc., 1970 (BICEP 4000d).

"Me!" Fun Task Cards, Multi-graded. Los Angeles, Calif., 1976 (BICEP 9191).

STUDENTS

Wood, Virginia. Only Me. Lexington, Mass.: Alphapress, 1976 (BICEP 3101).

Helfman, Harry. Fun With Your Fingers, Working With Sticks, Paper and String. New York: William Morrow & Co., 1968. (Hyannis East)

FOLLOW-UP ACTIVITIES

This activity could be followed by a more sophisticated type of hand-job relationship which is appropriate for social studies. Students could discuss jobs that formerly were done by hand but now are done mostly by machine. Examples might include:

> Churning butter, milking cows, hand-dipping chocolates, picking cotton, making clothing, making candles, making ice cream, weaving cloth, washing clothes.

If the locality allows, students could visit work places where jobs are still done by hand.

Mini courses which emphasize crafts and hands-on activities could also supplement this activity.

TEACHER'S NOTES

COMP.

SOUND AND SENSE

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

A variety of scrap materials: glue, tape, wire, string, styrofoam, tin cans, empty glue containers, etc.

DETAILS

LEVEL: Primary

TYPE: Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Students will be asked to explore the importance of communication by completing a group task without access to verbal or written communication.

PROCEDURES

1. Divide students into groups of three to four.
2. Have students together construct a free-standing structure with a variety of scrap materials, without using verbal or written communication. A time limit should be set (15 min.). See NOTE below.
3. Discuss the following questions with the group when the time is up:

   Was it frustrating not to talk?

   How did you communicate?

   Do you know how deaf people communicate?

   How many ways might you feel "left out" if you could not hear or speak normally?

NOTE: The students may need an explanation of what it means to work together without using verbal or written communication (talking or writing). They should understand they are being given a task to do with specific directions. They will have an opportunity to discuss their reactions after the task is completed.

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COMP.

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. What's The Difference? Teaching Positive Attitudes Toward People With Disabilities. Syracuse, New York: Human Policy Press, 1978 (BICEP 3085).

STUDENTS

Caccamise, Frank and Norris, Carolyn. Community In Signs. Eureka, Calif.: Alinda Press, 1974 (BICEP 3179).

Charlip, Remy et al. Handtalk, An ABC of Finger Spelling and Sign Language. New York, N.Y.: Parents' Magazine Press, 1974 (BICEP 3160).

Johnson, Spencer and Donegan, Ann. Determination, The Story of Helen Keller. LaJolla, Calif.: Values Communications, Inc., 1976 (BICEP 9026).

FOLLOW-UP ACTIVITIES

This activity is a natural for introducing sign language as a communication device for the deaf or hearing impaired. Students can be introduced to the Manual Alphabet as well as begin to learn some "lip-reading techniques".

There can also be a further discussion of work roles which require verbal communication as opposed to those which require little verbal interaction. Examples may include the following:

Verbal	Non-Verbal
Pilot	Artist
Receptionist	Aerialist
Telephone Operator	Deep Sea Diver
Psychiatrist	Jockey
Astronaut	
Clergyperson	

TEACHER'S NOTES

COMP.

SHARING RESPONSIBILITIES THROUGH BOOKS

MATERIALS/RESOURCES

List of Books (Suggestions listed below)

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: One Class Period
Ongoing

INSTRUCTIONAL OBJECTIVE

Having read picture books in which responsibility is the theme, the students will role-play consequences of failing to assume responsibility in home and school situations.

PROCEDURES

1. Choose or ask the librarian to choose a list of books in which RESPONSIBILITY is the major theme to read to the class over a short period of time (perhaps two weeks). See suggested list below.

Blegvad, Lenore H. and Eric. The Great Hamster Hunt. New York, N.Y.: Harcourt, Brace, Jovanovich, Inc., 1969.

Nicholas' caring for a friend's pet shows his parents who did not want him to have one that he is capable of taking on the responsibility (Ages 8-10).

Burton, Virginia Lee. Katy and the Big Snow. Boston, Mass.: Houghton Mifflin Co., 1943.

Katy is a beautiful red tractor. She does her own snowplowing and then tackles difficult roads even though she is tired because she feels a sense of responsibility (Ages 3-6).

Cleary, Beverly Bunn. Henry and the Paper Route. New York, N.Y.: William Morrow & Co., Inc., 1957.

Ten year old Henry wants a paper route but is turned down because he is too young. With humor and creativity he proves himself to be responsible (Ages 8-10).

COMP.

PROCEDURES Continued

Cleary, Beverly Bunn. Henry and the Clubhouse. New York, N.Y.: William Morrow & Co., Inc., 1962.

Further adventures of Henry who is mischievously locked in his clubhouse when he should be out delivering papers (Ages 8-10).

Clymer, Eleanor L. My Brother Stevie. New York, N.Y.: Holt, Rinehart and Winston, Inc., 1967.

Annie is twelve years old and overcome by the burden of taking care of her brother Stevie, aged 8. She enlists the aid of a sympathetic teacher to lighten the load (Ages 8-11).

Matsuno, Masuko. A Pair of Red Clogs. Cleveland, Ohio.: William Collins & World Publishing Co., Inc., 1960.

Japanese grandmother reminisces about her first clogs as she prepares to buy some for her granddaughter (Ages 4-7).

Ness, Evaline Michelow. Do You Have The Time, Lydia? New York, N.Y.: E. P. Dutton & Co., Inc., 1971.

Lydia finds that if she can program her time she can actually get tasks accomplished (Ages 5-8).

Perrine, Mary. The Salt Boy. Boston, Mass.: Houghton Mifflin Co., 1968.

Navajo boy faces tough decision: to keep promise to his father or break it and lasso lamb to save it from drowning (Ages 7-10).

Zion, Gene. The Plant Sitter. New York, N.Y.: Harper & Row Publishers, Inc., 1959.

Tommy is young but chooses his own summer job and shows that he is creative and responsible (Ages 4-7).

2. Discuss with the students the books that were read over the past few weeks and ask them to identify the kinds of responsibilities mentioned in the books (ten to fifteen minutes per situation).
3. Once responsibilities have been identified and listed on the board, divide the students into groups to role-play the situation portrayed in one of the books read.
4. Review with students procedures for role playing. Allow volunteers to participate first. Make sure the entire group knows the setting of each role play and that participants know their "responsibilities" so that observers can react to the situations they see portrayed.
5. Culminate activity with the goal of discussing and carrying out responsibilities toward self and others in daily living.

SUPPLEMENTARY RESOURCES

TEACHER

Cooper, Mark and Elardo, Phyllis. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977, pp. 116, 132 and 146 (BICEP 3274).

Dreyer, Sharon S. The Bookfinder, A Guide To Children's Literature About The Needs And Problems of Youth Aged 2-15. Circle Pines, Minn.: American Guidance Service, Inc., 1977 (BICEP 2533).

The Yellow Brick Road, A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher. Florida State University, Dept. of Education, 1975, pp. 140-141 (BICEP 2534).

TEACHER AND STUDENTS

"Being Responsible" Series, K-4. Boulder, Colo.: Learning Tree Filmstrips (BICEP 4071).

FOLLOW-UP ACTIVITIES

Students may create their own role-play of situations in which they have failed to assume responsibility.

The theme of accepting responsibility and developing self-control is portrayed vividly for intermediate students in "Taking Care of Business", one of the Bread and Butterflies television series.

TEACHER'S NOTES

COMP.

BELONGING BECOMES YOU

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Large Sheet of Paper
Magazine Pictures
Markers and/or Crayons

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After a discussion of individual differences, students will participate in classification activities, identifying groups to which they belong and the importance of those groups.

PROCEDURES

1. Prepare large sheets of paper with names of groups. Any of the following examples may be used.

   Boy Scouts
   Girl Scouts
   Blondes
   Brown-eyeds
   Brunettes
   Blue-eyeds
   Those With Freckles
   4-H Club
   Church Groups
   Camp Fire
   Dancers
   Musicians
   Skaters
   Gymnasts
   Shell Collectors
   Stamp Collectors
   Readers
   Those Having Brothers
   Those Having Sisters
   Only Children
   Sports Teams

   Any others that apply to class may also be included.

2. Discuss with students ways in which people differ and the possibility of grouping people according to their characteristics and interests.

3. Spread large sheets of paper on the floor or taped around the room and have the students sign their names on those pages which describe them.

4. After completion of signing sheets, call out names of all the students on a particular list. See if others can guess what the common characteristic is.

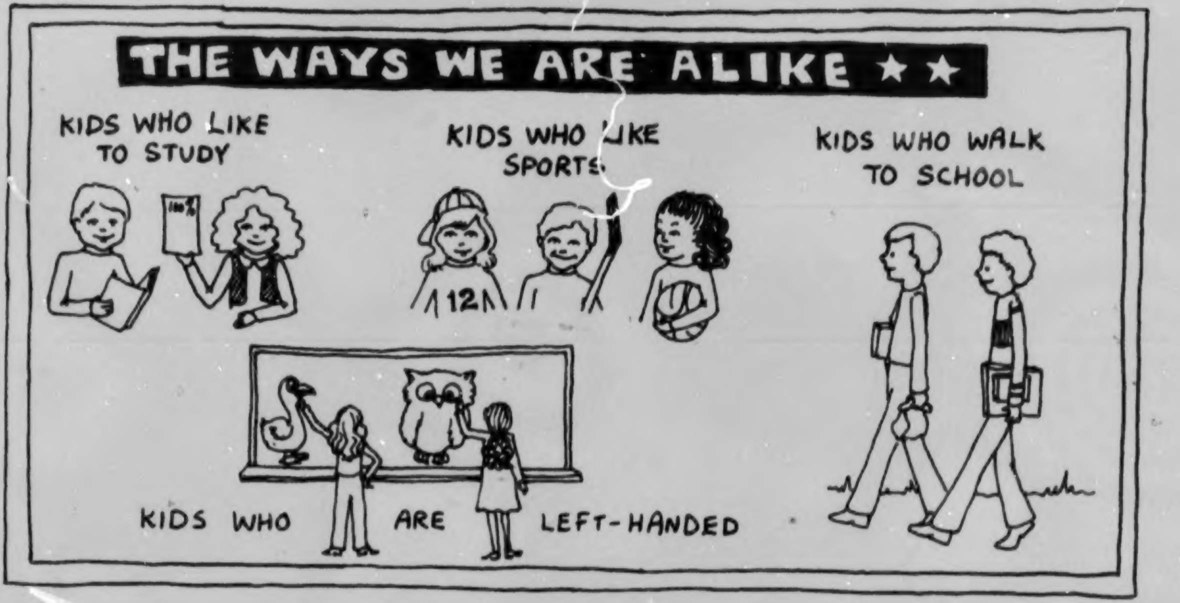
COMP.

PROCEDURES Continued

5. Hang sheets and discuss how individuals can be part of many groups. Following are sample discussion questions:

   - Which grouping includes the most people? The least? Why do you think this is so?
   - Which activities are done alone? With others?
   - Which activities cost money?
   - How does knowing about other people's characteristics help us to develop friendships?

A sample bulletin board appropriate to "Belonging Becomes You" is depicted below.


THE WAYS WE ARE ALIKE ★ ★
KIDS WHO LIKE TO STUDY
100%
KIDS WHO LIKE SPORTS
12
KIDS WHO WALK TO SCHOOL
KIDS WHO ARE LEFT-HANDED

SUPPLEMENTARY RESOURCES

TEACHER

Kaplan, Sandra N. The Big Book of People and Words. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976 (BICEP 3141).

Kindle Series #1. Who Am I? Englewood Cliffs, N.J.: Scholastic Magazines, Inc., 1970 (BICEP 4000).

Wells, Harold and Canfield, John. About Me, Teacher's Guide. Chicago, Ill.: Encyclopaedia Brittanica Educational Corporation, 1970 (BICEP 3276).

STUDENTS

Goldin, Augusta. Straight Hair, Curly Hair. New York: Thomas Y. Crowell Co., 1966 (Marstons Mills).

Long, Betty. Careers and Me, Primary. Manhattan Beach, Calif.: Teachers, 1978, pp. 13, 21 (BICEP 3156).

FOLLOW-UP ACTIVITIES

The concept of feeling positive about one's self can be enhanced through helping students identify individuals who have made significant contributions to society by their unique talents and skills, such as:

- Amelia Earhart
- Christopher Columbus
- Robert Fulton
- Henry Ford
- Thomas Edison
- Guglilemo Marconi
- Joan D'Arc
- Frank Lloyd Wright
- Wright Brothers
- Helen Keller

TEACHER'S NOTES

COMP.

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FAMOUS FACTS

MATERIALS/RESOURCES

- Magazines
- Crayons, Paints, Craypas
- Paste or Glue
- Paint Brush
- Biographies of Famous People
- "Famous Facts" Outline
- Scissors
- 12" x 18" Oaktag
- Lacquer or Varnish

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Five to Six
Class Periods

INSTRUCTIONAL OBJECTIVE

After reading a biography of a famous person and his/her accomplishments, students will create a collage depicting notable aspects of the person's career.

PROCEDURES

1. Prior to beginning activity, collect a representative group of biographies from classroom, school and community libraries for students to read. Emphasis should be given to include men and women, deceased and living, physically strong and handicapped, as well as people who have made contributions to society in diverse fields: e.g., politics, science, music, art, business, religion, human service, sports, technology, literature and communication.

FIRST CLASS PERIOD

2. Allow students to select biographies.

3. Discuss the purpose of the activity and the steps to achieve the final product of the activity.

4. Present outline for students to consider when reading the person's biography, going over main topics, sub-topics and details for understanding.

   I. Early Years
      A. Family Background
         1. Relatives
         2. Work position of immediate family
         3. Places lived and worked
         4. Family circumstances

COMP.

PROCEDURES Continued

- B. Education as a Youngster
    - 1. Formal schooling or not
    - 2. Experiences
    - 3. Hobbies or special interests
- C. Signs (if any) of future greatness

II. Growing Up.

- A. Further Education
    - 1. Formal schooling
    - 2. Jobs experience
    - 3. Plans for future (signs of greatness)
    - 4. Travel
    - 5. Marriage

III. Adulthood

- A. Involvement with mentors
- B. Success in chosen field
  (Sequence of events leading to greatness)
- C. Hazards, risks and disappointment
- D. Recognized contribution to society.

SECOND CLASS PERIOD

5. Review note taking skills and relate to outline lesson from previous day.
    - A note is a short way to write an answer and helps one to remember what has been said.
    - Notes should be brief but meaningful. Sometimes a single note records the thought of several sentences.
    - When there is more than one note, each should be numbered.
    - Outlining is a form of notetaking involving detailed analysis of materials read.
    - Paragraphs generally have a topic sentence that contains the main idea, and other sentences that support the main idea.
    - An outline is a summary of the most significant facts about a topic. It includes main ideas and supporting ideas.
6. Suggest that students take notes on material read so as to be able to remember important facts for collage.
7. Allow time for reading biography.

PROCEDURES Continued

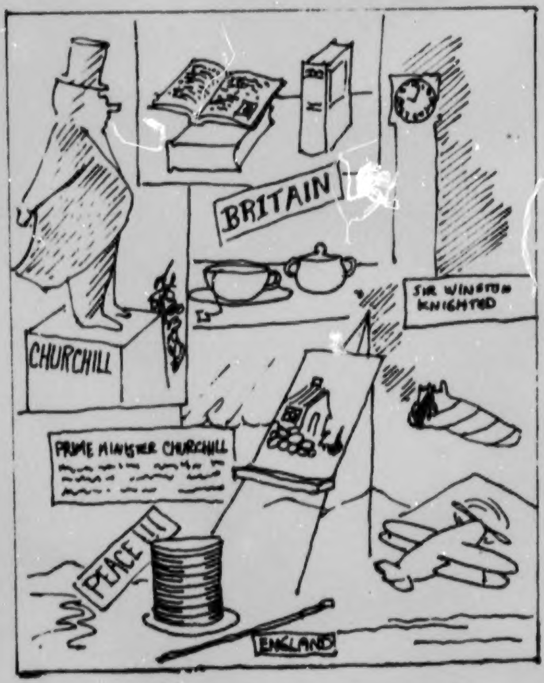
THIRD CLASS PERIOD

8. Brainstorm ideas to depict aspects of the person's career.
   - Pictures of people, objects or scenes that create a desired image or action.
   - Drawings or caricatures of people, objects or scenes that illustrate an idea.
   - Words that define or express a specific idea or action.

   Remind students to be making mental images of scenes in the story they wish to create either with their own illustrations, with magazine pictures, or with words cut from various media publications.

FOURTH TO LAST CLASS PERIOD

9. Prior to beginning day's lesson, have all materials arranged for student use. It might be helpful to invite selected parents or the teacher aide to assist in the collage assembling since students usually desire advice and need individual assistance in a hands-on activity such as this.
10. Have students cut out or draw various pictures and words to arrange in an attractive collage depicting the aspects of that person's career (as determined by notes and brainstorming ideas).
11. Title the collage with a famous fact concerning this person's career.
12. Seal collage by painting with lacquer or varnish.
13. Share collages with the class and then put on display.



VARNISH
PASTE

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SUPPLEMENTARY RESOURCES

TEACHER

GROW Activity Cards,3-6, #20. "This Month on Trial". State of Florida, 1975 (BICEP 3126).

STUDENTS

Johnson, Spencer. The Value of Courage, Story of Jackie Robinson (BICEP 9025).
The Value of Humor, Story of Will Rogers (BICEP 9027).
The Value of Patience, Story of the Wright Bros. (BICEP 9029).
The Value of Believing in Yourself, Story of Louis Pasteur. (BICEP 9023).
The Value of Kindness, Story of Elizabeth Fry. (BICEP 9028).
LaJolla, Calif.: Values Communications, Inc., 1976 (BICEP 9028).

Johnson, Ann D. The Value of Caring, Story of Eleanor Roosevelt (BICEP 9024).
The Value of Trust & Truth, Story of Cochise (BICEP 9030).
The Value of Determination, Story of Helen Keller (BICEP 9026).

On Stage: The Beatles, Johnnie Cash, John Denver, Jackson Five, Elvis Presley, Frank Sinatra, Barbra Streisand, Flip Wilson. Chicago, Ill.: Children's Press, 1976 (BICEP 9073-9080)

FOLLOW-UP ACTIVITIES

Instead of individual collages, the teacher may read a biography to the class. Each student may then contribute one interesting aspect of the person's life to design a class collage.

TEACHER'S NOTES

COMP.

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WHY WORK?

MATERIALS/RESOURCES

Yarn
Poster Paper
Crayons
Pencils
"Learning About the World of Work" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Four-Five
Class Periods

INSTRUCTIONAL OBJECTIVE

After completing a work questionnaire with their parents, compiling the results and creating posters depicting jobs of a specific career cluster, students will be able to identify their parents' occupations, the clusters in which they belong and the reasons why people work.

PROCEDURES

1. Explain and distribute questions to be asked of parents. Make sure that students don't get concerned because both father and mother are listed. If both are available and wish to help complete the form, this is excellent. However, one response is equally acceptable. The questions will concern their occupations. (See worksheet "Learning About the World of Work".) The completion of this form by parents and students should be given as a homework assignment prior to the beginning day of the activity.

2. After completion of the parents' form, poll the entire class to discover the various jobs of their parents. This could be accomplished during the second class period.

3. List these careers on the board.

4. With a list of the career clusters (listed below) on display, examine with the students the similarities of the jobs and set up career clusters accordingly.

    Agri Business & Natural Resources
    Business & Office
    Communications & Media
    Consumer & Homemaking Education
    Construction
    Environmental Control
    Fine Arts & Humanities
    Health
    Hospitality & Recreation
    Manufacturing
    Marine Science
    Marketing & Distribution
    Personal Services
    Public Services
    Transportation

COMP.

PROCEDURES Continued

5. Discuss with the students general reasons why people work. Discussion could center around ideas from students and teacher. The following are motivational considerations for this discussion.

   To earn money
   To meet other people
   To help other people
   To have some of the extra things that life can provide
   To be happy and satisfied with one's self
   To enjoy being occupied and busy
   To get a promotion
   To satisfy a talent or interest
   To compete with others
   To win approval from others

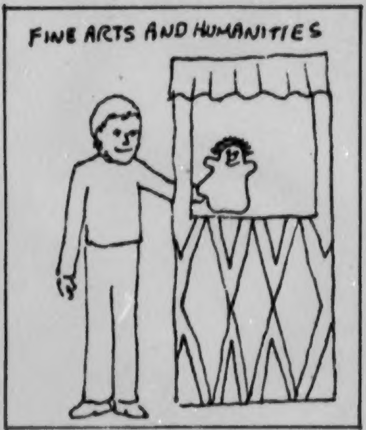
6. Divide the students into small groups according to the established clusters and the jobs of their parents. This could be done the third day.

   Example: 1) Nurse, doctor, paramedic, X-ray technician - Health Cluster
   2) Police officer, firefighter, postal worker, sanitation worker - Public Services

7. Distribute to each group one piece of oaktag, giving a different color to each group.

8. Have each group create a poster depicting the jobs in their cluster. One picture should be drawn on the oaktag by each student. They should stress the reasons why people work. For example, if a student is working with the career of a physical therapist, she/he could depict a person dressed in a health uniform helping a person on crutches.

SAMPLE POSTER



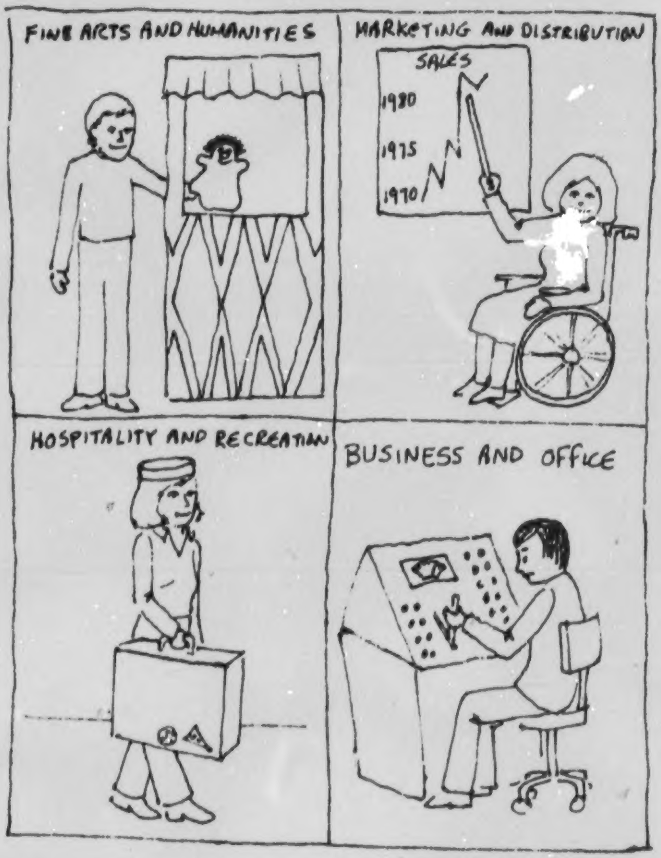
(Yarn could be used by the students to divide the poster into individual sections after having the teacher draw the circle. The number of sections will depend on the number of students in the group.)

COMP.

PROCEDURES Continued

9. After completion of each poster have students do a final project (construct and display a patchwork quilt in the classroom. (See below.) (Fourth Day)

Similar reasons for working can be listed in the center patch.


FINE ARTS AND HUMANITIES
MARKETING AND DISTRIBUTION
SALES
1980
1975
1970
HOSPITALITY AND RECREATION
BUSINESS AND OFFICE

STUDENT ACTIVITY SHEET

LEARNING ABOUT THE WORLD OF WORK

Dear Parents:

The class is studying about the world of work. We are learning about the different types of careers as well as discussing the reasons why people work.

We would appreciate it if you could help your child complete the attached questionnaire to assist us in our class activity.

Thank you for your cooperation. If you would like to come to school to share your work role with the students, please let us know. We enjoy having parents and community people tell us about their jobs. It helps us understand why the things we learn in school are important as we grow up.

Sincerely,

COMP.

STUDENT ACTIVITY SHEET

LEARNING ABOUT THE WORLD OF WORK

1. What is your occupation?

Father ______________________

Mother ______________________

2. What are some of the things you do in your work?

Father ______________________

____

Mother ______________________

____

3. Please share with us the reasons why you work.

Father ______________________

____

Mother ______________________

____

If you would like to share your work role with our class, please sign your name and telephone number below so we can invite you to our classroom. Thank you.

____

____

COMP.

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SUPPLEMENTARY RESOURCES

TEACHER

"What Do People Do?" Series - Sound Filmstrips. Mahwah, N.J.: Educational Reading Services, 1974 (BICEP 4023).

"What Is Your Job Now?" - Sound Filmstrip. Holyoke, Mass.: Scott Education Division, 1974 (BICEP 4031a).

STUDENTS

Popeye Career Cluster Comic Books. New York, N.Y.: King Features, 1972 (BICEP 9134-9148)

TEACHER AND STUDENTS

Witte, Carol R. The Career Workbook, Elementary. Manhattan Beach, Calif.: Teachers, 1978, "A Letter To Take Home", p. 33 (BICEP 3157).

FOLLOW-UP ACTIVITIES

Students may wish to interview people whom they consider to have jobs that are more pleasurable and seem to appear as play rather than work. Students could design questions related to "fun" type careers and "glamorous" jobs and then make personal decisions as to whether they personally would find these jobs to be appealing.

TEACHER'S NOTES

THE MYSTERY OBJECT IS . . .

DECISION MAKING

MATERIALS/RESOURCES

Large Box
Mystery Objects
Shoe Box
Large Paper for Clues
"What's My Line?" Worksheet and Answer Key (Optional)

DETAILS

LEVEL:	Intermediate
TYPE:	Individual
TIME:	Ongoing

INSTRUCTIONAL OBJECTIVE

Upon receiving clues to a mystery career object, the students will identify the object using deductive reasoning.

PROCEDURES

1. Have students bring in any object that has some connection with a career. (Teacher can also bring in an object.) Some examples are: hard hat, T-square, soccer ball, garden tools, etc. The more unusual the object the better. Students should be cautioned if they bring in objects to put them in paper bags so others will not see the contents.
2. Place objects in a large covered box in one area of the room. Next to the large box have a small shoe box to record the ballots for guessing the mystery object.
3. Write a clue each day on the front of the mystery box to aid the students in their decisions.
4. Daily have the students write the name of the mystery object on a slip of paper along with their names and place it in the shoe box.
5. Have the teacher or student who brought in the mystery object check the guesses daily and announce the winner, if there is one.
6. Add a new clue to the list of clues if there are no winners and repeat the process.
7. Have the winner, if there is one, take his/her turn to contribute a mystery object, write the clues and check the queries.
8. When there is a winner, discuss how the clues aided him/her in his/her decision.

COMP.

STUDENT ACTIVITY SHEET

WHAT'S MY LINE?

Everyone at one time or another has watched the popular television program, "WHAT'S MY LINE?" It is always interesting to hear and see people who have unusual occupations as well as try to outwit the panel by guessing the life role of the contestants. Following are the names of jobs. Some are also nicknames that are associated with unusual occupations. Try to be a detective and outwit your teacher by identifying them. As a start, the first one is done for you.

barrister	lawyer
boatswain	
concertmaster	
curator	
conductor	

COMP.

STUDENT ACTIVITY SHEET

WHAT'S MY LINE?

Good Samaritan ____________________

maitre d'hotel ____________________

seigneur ____________________

Old Glory ____________________

ringmaster ____________________

troubadour ____________________

teller ____________________

major domo ____________________

Kris Kringle ____________________

provost ____________________

purser ____________________

registrar ____________________

dean ____________________

magistrate ____________________

gendarme ____________________

Jolly Roger ____________________

gourmet ____________________

John Doe ____________________

concierge ____________________

curate ____________________

entrepreneur ____________________

COMP.

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STUDENT ACTIVITY SHEET

THE MYSTERY OBJECT IS...

Answer Key for What's My Line?

barrister -- lawyer

boatswain -- in charge of a ship's deck crew

concertmaster -- first violinist in an orchestra

curator -- in charge of a museum

conductor -- lead an orchestra, or on a train, and is in charge of passengers

Good Samaritan -- one who helps another

maitre d'hotel -- head waiter

seigneur -- a feudal lord or noble

Old Glory -- U.S. Flag

ringmaster -- master of ceremonies at the circus

troubadour -- a singer

teller -- a bank clerk

major domo -- in charge of a household or servants

Kris Kringle -- Santa Claus

provost -- president of a university

purser -- in charge of a ship's accounts

registrar -- in charge of a college's admissions

dean -- in charge of a college faculty or a division in a university

magistrate -- officer who enforces the law

gendarme -- a police officer

Jolly Roger -- a pirate flag

gourmet -- a connoisseur of fine food and drink

concierge -- a person who attends the entrance of a building such as a door person

curate -- a person in the clergy of lower station than a pastor

entrepreneur -- a person who organizes and operates and assumes risks for business ventures

COMP.

SUPPLEMENTARY RESOURCES

TEACHER

Schaff, Joanne. The Language Arts Idea Book, Classroom Activities for Children. Santa Monica, Calif.: Goodyear Publishing Co., p. 33, 1976 (BICEP 3137).

Chenfield, Mim B. Teaching Language Arts Creatively. New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1978 (BICEP 3110).

TEACHER AND STUDENTS

Witte, Carol R. The Career Workbook, Elementary. Manhattan Beach, Calif.: Teachers, 1978, "Career Clusters", pp. 23-27 (BICEP 3157).

FOLLOW-UP ACTIVITIES

This activity can be followed by a version of the television show, "What's My Line?" First, each student looks up a job of his/her own choosing and prepares to answer questions about this job. Then the teacher selects a panel of four, plus a timekeeper. The panel questions four students who are usually volunteers. The students who are questioned can only answer "yes" or "no", but the moderator might have to intervene now and then to qualify an answer. Each panel member questions one minute, after which the timekeeper blows the whistle and the next panel member takes up the questioning where the last member left off. In the event the panel does not guess the job in seven minutes, the student being questioned tells what he does. After this selected panel has questioned the four volunteers, the four having been questioned serve as panel members and four more volunteers are questioned. Thus, each student serves as a panel member and as the guest with the job.

TEACHER'S NOTES

COMP.

DECISIONS, DECISIONS

MATERIALS/RESOURCES

Worksheet "Decisions, Decisions"

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After a class discussion about personal decision making and decision making factors and completing the worksheet, "Decisions, Decisions", the students will be able to identify different types of decisions and the steps involved in decision making. They can then share their responses with the class.

PROCEDURES

1. Have students define what personal decision making means. Have them discuss, and list collectively on the board, some examples of decisions that they have made during the course of a day. Example: What to wear? What to eat? What friend to play with? When to do homework? Where to go on your bike?

2. Introduce the five steps necessary in making a decision.

   Define the problem.

   Select goals - what do you want to accomplish?

   Look at all the alternatives.

   Look at the consequences of the alternatives.

   Choose the best alternative.

3. Discuss the three categories found on the "Decisions, Decisions" worksheet without passing out worksheet. Note that the third category on this worksheet indicates the decision-making process as described above, whereas the first and second categories indicate automatic or routine decisions of lesser priority. Students may brainstorm situations that are representative of each category.

COMP.

4. Introduce the students to the worksheet "Decisions, Decisions" during the second class period by reading introduction, reviewing all three categories, and explaining directions for the worksheet.

5. Have the students work independently to complete the worksheet.

6. Have students share with the class the "steps" involved in making their decisions as related to the worksheet.

VARIATIONS

Additional situations where decisions must be acted upon are listed below for further class discussion. These are open-ended situations where students must discuss what one does when they need something and the means by which they take to obtain same:

- Person wishes to buy a used car
- Person wishes to rent an apartment
- Person wishes to have someone repair their shoes
- Person needs a loan for repairs on their home
- Person needs to learn the discipline of saving money
- Person wishes to prepare a luncheon for fifty people
- Person wants to have "live" music at a birthday party

Who are the people that are involved in the decisions as presented in the above situations? What are some of the considerations necessary before these decisions can be acted upon?

STUDENT ACTIVITY SHEET

DECISIONS, DECISIONS

Everybody makes decisions daily. Some of the decisions are more important than others. Some are so important they require thought, study, and investigation before a decision is made while others are "automatic". Listed below are some situations which require choices.

The following table lists decisions faced by many students daily. Read the list and consider how YOU would make each decision. Write the appropriate number (I, II, or III) after each decision on the list. If the decision is one that is not appropriate for you, leave it blank.

AUTOMATIC OR ROUTINE. DON'T THINK ABOUT IT BEFORE DECIDING

1

THINK ABOUT IT BUT DON'T STUDY OR INVESTIGATE IT.

2

STUDY AND THINK ABOUT IT A LOT BY ASKING OTHERS OR READING BEFORE DECIDING

3

TYPICAL DECISION	CATEGORY
1. To get up in the morning early or late.	
2. What to eat for breakfast.	
3. To lie.	
4. To criticize a friend behind his/her back or to his/her face.	
5. Whether to smoke.	
6. To get a summer job.	
7. What to read.	
8. To study or watch TV the night before a test.	
9. When to come home at night.	
10. To tattle on your friends.	
11. To go to school.	
12. To go to church.	
13. What to do with trash.	
14. What to buy for a present.	
15. To save part of your allowance.	
16. Whose house to stay overnight at.	
17. To wear make-up.	
18. To wear your hair long.	
19. To tattle on your younger brother/sister.	
20. What to have for a "snack".	

COMP.

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SUPPLEMENTARY RESOURCES

TEACHER

Casteel, J. Doyle. Learning To Think And Choose: Decision Making for the Middle Grades. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978 (BICEP 3135).

"Decisions, Decisions", Bread and Butterflies Television Series, Agency for Instructional Television, 1975 (BICEP).

STUDENTS

Burns, Marilyn. The Book of Think or How to Solve a Problem Twice Your Size. Boston, Mass.: Little Brown & Co., 1976 (BICEP 9275).

Farnette, Cherrie et al. I've Got Me and I'm Glad. Nashville, Tenn.: Incentive Publications, Inc., 1977, pp. 42-50, Worksheets for Student Use (BICEP 3047).

TEACHER AND STUDENTS

Building Your Tomorrows, "Introduction To Decision Making". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1204).

FOLLOW-UP ACTIVITIES

Students may do some role playing or reenacting situations that involve decision making. They can then relate different kinds of decisions to different types of jobs. Examples might include the following:

Automatic Decision	Firefighter responds to an alarm realizing someone needs help
Thinks about decision but doesn't study outcome	Garage mechanic who analyzes the condition of car and makes a judgment as to how to do repairs
Studies, investigates and considers all alternatives before making decision	President of a large corporation or lawmaker in the Senate or House of Representatives

TEACHER'S NOTES

A CLEVER ENDING

DECISION MAKING

MATERIALS/RESOURCES

Worksheet "A Clever Ending"

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having completed an open-ended story, the students will share their stories and compare endings/solutions.

PROCEDURES

1. Discuss stories that students have read and how they have ended;
    - Sad ending
    - Happy ending
    - Surprise ending
    - Funny ending
    - Exciting ending
    - Suspenseful ending
2. Have each student or group of students choose a card on which is written a story without an ending. Discussing story parts will serve to have a more creative finished product.
    - Beginning sentence or motivating action
    - Build-up or development of plot
    - Climax
    - Ending/Conclusion/Solution
3. Have each student or group of students formulate their own endings and share them with the class.
4. Have students work in groups . This gives support to those who find it hard to formulate endings individually but in a group situation can brainstorm for acceptable endings.
5. Have groups illustrate their stories, pantomime them and have fellow students "guess" the possible ending, or write a play from the story they have created and present it to the class.

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STUDENT ACTIVITY SHEET

A CLEVER ENDING

A STORY STARTER

Slumping in the lifeboat, the survivors watch the ship slip from sight.

Where are all the places this story could take place?

Who are the different people who could be the characters in this story?

What are all the possible weather conditions and how do they affect the story ending?

When might this story have taken place?

A STORY STARTER

While exploring the attic to an old house, Bill, smelling smoke, rushes to the door and finds it locked.

List all the reasons that explain Bill's being in the attic in the first place.

Who might be the other characters that would be in this story besides Bill?

Who might be available to come to Bill's aid in a situation such as this?

When might this story be taking place?

A STORY STARTER

You are walking along, minding your own business, when a car stops several yards ahead of you. A stranger gets out, and removes a brand new minibike from the trunk of the car. Wheeling it over to you, he rests it in your hands. Then without a word, he returns to his car and drives away.

Why might the stranger have left the minibike with you?

What will you do with the minibike?

Will you ever see the stranger again?

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COMP.

STUDENT ACTIVITY SHEET

A CLEVER ENDING

A STORY STARTER

Carmela sat slumped down on her bench in the metropolitan air terminal. Her suitcase showed the scars of last year's summer camping trip to Yellowstone National Park. Her ticket hung absent-mindedly out of her suede shoulder bag.

Where was Carmela going"

Why did she appear to be so downcast and discouraged?

What might make Carmela happier?

A STORY STARTER

Ever since Stephen was six years old, he had always wanted to be a baseball hero. It all began when his mother and father had taken him to Maplebook Stadium and he had seen Lou Adams hid a grand slam home run! Then afterwards Lou, the hero of the league, autographed a baseball for young Stephen. But, it was not to be!

What might cause Stephen to not follow through with his childhood dream?

When do Stephen and Lou Adams meet again?

Under what circumstances?

A STORY STARTER

The Pacific waves splashed against the suntanned bodies of the young Olympic competitors. Already they had been going through their rigorous water exercises for two full hours. Suddenly ....

What might interrupt their training session?

Is the competition for real or is it all a dream?

Who will win the contest?

What rewards will come from being a winner?

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SUPPLEMENTARY RESOURCES

TEACHER

Expressive Writing - Practical/Creative - Story Writing Cassettes. Niles, Illinois: Knowledge Aid Division/MJE Corporation, 1971 (BICEP 4035).

Multiple Ending Stories Writing Cassettes. Niles, Illinois: Knowledge Aid Division/MJE Corporation, 1971 (BICEP 4034).

Moore, Woodruff (source unknown) Story Starter Cards, 1 through 30, 1972 (BICEP).

Hawley, Robert C. and Isabel L. Writing for the Fun of It. Amherst, Mass.: ERA Press, 1974 (BICEP 3177).

STUDENTS

Tigue, Ethel. Look Forward to a Career WRITING. Minneapolis, Minn.: Dillon Press, Inc., 1970 (BICEP 9111).

FOLLOW-UP ACTIVITIES

Inviting a children's author to come to class to talk about how books and stories are "born" is an excellent motivational device to pursue in conjunction with this activity. A visit of this nature before the actual writing takes place will add greatly to the quality of the finished product. The teacher may wish to create a mobile of the endings with the story starters at the top of each.

TEACHER'S NOTES

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CAREER CONNECTIONS

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Branches for each subject studied (science, language arts, English, math, social studies, health, art)

Oak tag paper strips to write jobs on

Magic Markers

Can of Sand

Ribbon/String

OPTIONAL:

"Work Skills" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Given an opportunity to relate specific school subjects to careers, the students will create a career tree.

PROCEDURES

FIRST CLASS PERIOD

1. Initiate discussion with entire group to relate various school subjects to various jobs.
2. Point out to students that school skills are related to many jobs.
3. Utilize "Work Skills" worksheet as an optional means of helping students see relationships.

SECOND CLASS PERIOD

1. Divide class into groups (As many as there are subjects).
2. Designate a subject area to each group.
3. Distribute materials for creating a career tree.
4. Have students in group brainstorm related careers to that specific subject area.

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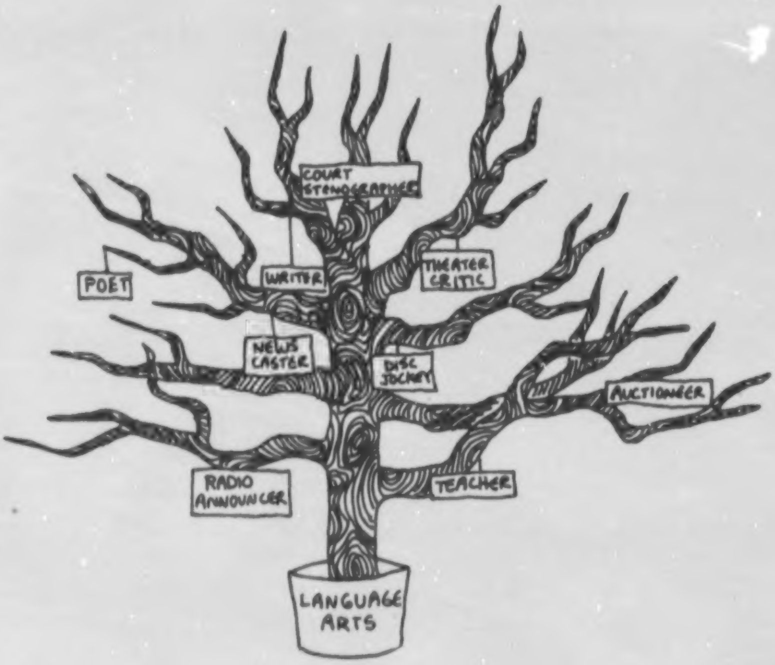
PROCEDURES Continued

5. Assign group member responsibilities:
   - Some members may independently research careers.
   - Some members may print jobs on oaktag strips.
   - Some members may check spelling of related jobs.
   - Some members may string and hang job strips.

THIRD CLASS PERIOD

1. Share completed career tree with rest of class.


COURT STENOGRAPHER
POET
WRITER
THEATER CRITIC
NEWS CASTER
DISC JOCKEY
AUCTIONEER
RADIO ANNOUNCER
TEACHER
LANGUAGE ARTS

STUDENT ACTIVITY SHEET

WORK SKILLS

On the right of this worksheet you will see a list of several skills, some of which you may have learned in school. Others of these skills you may have acquired in different ways, through exposure by your family, friends and the world around you. On the left is a list of occupations which require some skills and abilities. Place a check under each skill that this work would need to do the job successfully. You may have to do some research in order to make the more accurate decision.

	Organizing Skills	Good Grammar Skills	Problem Solving Skills	Understanding People Skills	Planning Skills	Influencing Others' Skills
Salesperson						
English Teacher						
Truck Driver						
Cement Mason						
Librarian						
Real Estate Agent						
Artist						
Chemist						
Interior Decorator						
Secretary						
Race Car Driver						
Science Researcher						
Travel Agent						
Television Producer						
Politician						
Carpenter						
Musician						
Telephone Operator						
Plumber						
Writer						

COMP.

SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness/Exploration Curriculum Kit, Grades 4-8. Portland, Oregon: Continuing Education Publications, P.I. No. 3.3.1, Act. 1,2,3 (BICEP 1084).

Career Education Activities For You, K-6. Bangor, Maine, Public Schools, 1976 (BICEP 1059).

TEACHER AND STUDENTS

Building Your Tomorrows, "How Today's School Can Help You In Tomorrow's Work." Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1215).

Education - Who Needs It? Filmstrip/Cassette Series. Philadelphia, Pa.: Counselor Films, Inc. (BICEP 4029).

GROW Activity Cards, #10, Grades 3-6. State of Florida Dept. of Education 1975 (BICEP 3126).

FOLLOW-UP ACTIVITIES

An additional activity could be to remove the job signs from the trees and mix them together. Then the students could play a game where they would select a job and place it on the appropriate tree.

For students who wish to identify skills that are closely associated with one particular type of occupation, a variation in developing the skill tree could take place. Students could be divided into groups and they could identify both skills and occupations. An example of this type of planning might involve secretarial skills. Identifying skills might be the following:

Typing ability	Appropriate telephone manners
Organizing skills	Punctuality

TEACHER'S NOTES

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HELP WANTED

ATTITUDES TOWARD DIGNITY OF WORK

MATERIALS/RESOURCES

"Help Wanted" Job Cards

Job Application Forms

JOB APPLICATION

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Ongoing

INSTRUCTIONAL OBJECTIVE

After discussing various terms found on job applications and completing job applications, teams of students will review the applications for jobs and select those appropriately qualified for the position.

PROCEDURES

1. Post list of job openings with the qualifications and job specifications given on a bulletin board.

Example:

Green Thumb Expert

Qualifications

- Responsible
- Willing to help at recess
- Some knowledge about plants, soil and sunlight

Job Specifications

- Water plants twice weekly or whenever necessary
- Feed plants on a regular schedule

A-V Technician

Qualifications:

- Able to work with machines
- Responsible

Job Specifications

- Responsible for setting up and shutting down special equipment
- Responsible for running equipment
- Responsible for returning all films, tapes, etc. to teacher or library

2. Discuss the meaning of the various terms found on job applications.
   a) Job specifications: A detailed or an exact statement of the duties of that work.
   b) Qualifications: Any quality, accomplishment or ability that suits a person to that position or task.

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c) References: One to whom another may refer for a recommendation when seeking employment; a state attesting to personal qualifications, character and dependability.

d) Experience: Any jobs or tasks done previous to this application relating to this particular job.

e) Education: Situations or things studied that would make a person better qualified for this position.

f) Application: A written statement of qualifications for employment.

3. Have students complete a job application for a suitable job choice.(See "Help Wanted" Job Application Form.)

4. Have a team of students who have not applied for that particular job review the applications and select those properly qualified for the position. The teacher and the reviewing team will make the final decision. The teacher may wish to remove students' names from the applications prior to perusal by reviewing team to insure non-prejudicial selection.

5. After selection, have each student work during free time or after school to review all aspects of their jobs.

STUDENT ACTIVITY SHEET

HELP WANTED

BOARDWASHER

QUALIFICATIONS:

1. Does job completely.
2. Responsible.

JOB SPECIFICATIONS:

1. Erase boards at the end of the period.
2. Wash boards and trays when necessary.
3. Clean erasers during homeroom period or at the end of class.

A-V TECHNICIAN

QUALIFICATIONS:

1. Able to attend one or two orientation sessions after school.
2. Responsible.
3. Able to work with machines.

JOB SPECIFICATIONS:

1. Responsible for setting up and shutting down special equipment.
2. Responsible for running equipment, if necessary.
3. Responsible for returning all films, tapes, etc. to teacher or the library.

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STUDENT ACTIVITY SHEET

HELP WANTED

DISTRIBUTION CLERK

QUALIFICATIONS:

1. Know names of all students in your class and on your team.
2. Organized.
3. Able to work quickly and quietly.

JOB SPECIFICATION:

1. Pass out corrected papers.
2. Collect all papers.
3. Pass out materials needed for a special assignment.
4. Organize folders.
5. Pass out folders and collect them at the end of the period.
6. Keep book shelves in order.
7. At the end of period, check that all areas are left neat.

CORRECTING CREW

QUALIFICATIONS:

1. Neat handwriting.
2. Able to stay after school one day a week (Thursdays).
3. Reliable.
4. A sensitive and understanding attitude towards other students' ability to learn.

JOB SPECIFICATIONS:

1. Correct math papers.
2. Grade papers.
3. Record grades in grade book.

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STUDENT ACTIVITY SHEET

HELP WANTED

TIME EFFICIENCY CLERK

QUALIFICATIONS:

1. Responsible.
2. Able to tell time correctly.
3. Must have watch with second hand.
4. Organized.
5. Good eyesight.

JOB SPECIFICATIONS:

1. Inform teacher five minutes before the end of math period.
2. Time students that must complete daily time test.
3. Keep track of time for all timed activities.

CLASSROOM ORGANIZER

QUALIFICATIONS:

1. Observant
2. Neat
3. Works independently.
4. Thorough.

JOB SPECIFICATIONS:

1. During free time, pick up any papers on floor or left around classroom.
2. Straighten books, tables, papers, folders, etc.
3. At the end of the period check to see that all areas are left neatly.

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STUDENT ACTIVITY SHEET

HELP WANTED

MATH LAB ATTENDANT

QUALIFICATIONS:

1. Responsible.
2. Attend orientation session after school.
3. Know names of all math books.
4. Organized.
5. Neat

JOB SPECIFICATIONS:

1. Organize math lab during homeroom or free time once a week.
2. Deliver equipment to and from the lab.
3. Set up equipment in the lab.
4. File math catalogues.
5. Know where all equipment is located.

— HELP WANTED —
—HELP WANTED —
TEACHERS
CHEMISTS
NURSES
DATA

STUDENT ACTIVITY SHEET

HELP WANTED

JOB APPLICATION FORM

______________________________ Employment Service
Name of School

NAME ____________________ ADDRESS ____________________
Street City Zip

PHONE NUMBER ______________ BIRTHDAY ____________________
Day Month Year

Person to notify in case of emergency ____________________

Telephone ______________

I am applying for the job of ____________________ because
____

My qualifications are ____________________
____

In the past, I have had these jobs at school ____________________
____

I have had these jobs at home ____________________
____

I have had these jobs in my neighborhood ____________________
____

List the names and addresses of two adults for references		List the names of addresses of two students for references.	
Name	Address	Name	Address

Hours I can work:

Monday ________
Tuesday ________
Wednesday ________
Thursday ________
Friday ________

Signature ____________________ Date ____________

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SUPPLEMENTARY RESOURCES

TEACHER

Schoeter, Ellen. Explore/Logbook, Unit 2, Chapter 2, pp. 18-28. Filmstrip, cassette and logbook. Scholastic Book Services, 1976 (BICEP 4043f).

STUDENTS

Schapiro, Jeri. Scope Visuals 27, Reading Contracts and Forms. Scholastic Magazines, Inc., 1977 (BICEP 3187).

Margules, Morton and Karlin, Muriel. Pathways to Careers. New York, N. Y.: Globe Book Co., 1975 (BICEP 9160).

FOLLOW-UP ACTIVITIES

Collecting application forms and/or want ads from various places of employment can help students compare and contrast classroom jobs and responsibilities to the working world.

TEACHER'S NOTES

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COMP.

APPRECIATING THE PAST - DOCUMENTING THE PRESENT

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

"I Hear America Singing" - Walt Whitman

"I Hear America Singing" - Prose Interpretation

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Three Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

The student will become aware of the poet, Walt Whitman, and his poetry, "I Hear America Singing", and will demonstrate an understanding of the poem by writing a modern day version of American workers.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by introducing the American poet, Walt Whitman, to the students. A short biographical sketch is included below. Teacher may wish to elaborate more depending on the students' previous knowledge of American Nineteenth Century poets as well as their understanding of the early pioneers of the republic.

I HEAR AMERICA SINGING

Walt Whitman

I hear America singing, the varied carols I hear;
Those of mechanics - each one singing his, as it should be, blithe and strong;
The carpenter singing his, as he measures his plank or beam,
The mason singing his, as he makes ready for work, or leaves off work;
The boatman singing what belongs to him in his boat - the deckhand singing on
the steamboat deck;
The shoemaker singing as he sits on his bench - the hatter singing as he stands;
The wood-cutter's song - the ploughboy's on his way in the morning, or at
noon intermission, or at sundown;
The delicious singing of the mother - or of the young wife at work - or of the
girl sewing or washing -
Each singing what belongs to her and to none else;
The day what belongs to the day - at night, the party of young
fellows, robust, friendly,
Singing, with open mouths, their strong melodious songs.

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PROCEDURES Continued

2. Introduce the poem, "I Hear America Singing". Use prepared worksheet so students can read silently as teacher reads the poem aloud.

3. Ask students to share their feelings and thoughts about the poem. Encourage comparison between the types of people mentioned in the poem and the students' previously learned facts about the building of our nation.

4. Discuss particular vocabulary words which Whitman uses for clarification of meanings:

   blithe
   mason
   carols
   ploughboy
   melodious
   robust

5. Ask students to consider why Whitman pictures the workers singing. What does this seem to convey about satisfaction in one's work and accomplishments? Do you think Whitman is praising their accomplishments? Explain.

SECOND CLASS PERIOD

6. List on experience paper, chalkboard, or in a poetry learning center, the different occupations which are depicted in Whitman's poem.

   mechanic
   boatman
   mother
   milliner
   carpenter
   woodcutter
   housewife
   mason
   farmer
   shoemaker

   Students may wish to illustrate the different workers in a scene typical of their accomplishments.

7. As poetry appreciation portion of activity concludes, students and teacher may wish to read the poem again - silently, as a verse choir, or interspersed with songs appropriate to each occupation included.

   Suggestions for songs include:

Mechanic	"I've Been Working On The Railroad" or "Nine Hundred Miles"
Carpenter	
Mason	
Boatman	"Old Man River" or "The Erie Canal"
Shoemaker	
Milliner	"Put On Your Old Grey Bonnet" or "Easter Parade"
Woodcutter	
Farmer	"We Plow The Fields and Scatter" - Thanksgiving Hymn
Mother	"Turn, Turn, Turn"

Also, students may wish to put the poem to music by composing their own melody using the arrangement by Frederick Beckman, American Folk Songs, "I Hear America Singing", No. 184, included in The Magic of Music, Teacher's Edition, Book Six, Ginn and Company, 1969.

PROCEDURES Continued

VARIATIONS

8. Teacher and students may wish to present a program for other classes based on the context of Whitman's poem. A prose interpretation is included with this activity for those who wish to follow this theme. ("I Hear America Singing" - Prose Interpretation).

9. Similar and new categories of workers and ethnic contributors are included in the prose version. Students can utilize art skills to illustrate backdrop scenery appropriate to each occupation/immigrant grouping. Students might wish to research famous people appropriate to each category.

THIRD CLASS PERIOD

10. Update the theme of Walt Whitman's poem by suggesting that students consider the workers of day - those that work by night and day to keep America moving.

11. Brainstorm with students a variety of workers whose services are constant and whom we should praise in "song" for their contributions to our standard of living.

12. Accept responses from students and place on experience paper or chalkboard for all class members to consider. Some sample responses are listed below:

Truck driver
Computer technician
News reporter
Paramedic
Garment worker

Typist
Cattle rancher
Taxi driver
Short order cook
Bricklayer

13. Compose a class poem using the prior activity skills to accomplish this writing assignment.

14. Allow for individual poetry contributions as well as illustrations in art and music mediums.

15. Display and share completed poem(s) with other classes, teachers and parents.

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STUDENT ACTIVITY SHEET

APPRECIATING THE PAST - DOCUMENTING THE PRESENT

I HEAR AMERICA SINGING

... Prose Interpretation

I hear America singing, the varied people we meet ...

The teacher.. a friend, brother, father to all. Living with families throughout his school year only to move on and greet days ahead with a new sense of purpose, a new goal. Teaching lessons on slates, a symbol of honesty, and believing in discipline of his children, a monument to education in a new land.

The author.. a person of unborn fantasies to experience all of life and its experiences. Taking an eager audience on a trip into the jungle of lions or into a land of freedom, opportunity, contentment and adventure. A means of expressing the heartbeat and growth of a new nation.

The pioneer woman.. brave and thrifty, who was first meant to be a feminine maiden and bearer of a new born babe by her Creator ... but who had to always forget these fancies and frills. For she had to readily adjust herself to the toil and dirt of a small log cabin in the deep mist of the wilderness of the Old West. She was to be the one who calmly comforted her lonely children in their time of fear when many a malicious savage would cruelly attack their humble home. The pioneer woman... tightly hugging her frightened children against her warm body in many a crisis.. a symbol of courage, determination, and self-sacrifice.

The master of wood.. working long, hard hours for the pleasure of others, falling trees and creating masterpieces from their tender boughs.. Making desks, cabinets, chairs, all the necessities of life in a new society. The satisfaction of a job well done, a strong and sturdy man always .. the carpenter.

The inventor.. if at first you don't succeed, try, try again ... the motto of the person with an idea, a better way of doing something, the creator of tomorrow .. always experimenting, probing, trying, failing, and then .. at last .. success .. Edison, Bell, Franklin, McCormick, Whitney .. we salute you.

The shipbuilder.. an artistic architectural designer alone. Bow, stern, keel .. all to be shaped perfectly to withstand the mighty waves .. a feeling of great accomplishment in designing from a piece of wood something which would serve the people of the land in so many ways.

STUDENT ACTIVITY SHEET

APPRECIATING THE PAST - DOCUMENTING THE PRESENT

Short Summations of the Contributions That Immigrants Made to the Building of America

A bearer of the green of the Emerald Isle .. still carrying the scent of turf on their wearisome feet .. lonesome in a new land yet seeking opportunity from famine and a wistful life. The Irish .. a simple and humble race.

The Italians .. a happy and carefree people .. attracted to the American industrial centers. All hoping and praying for a better tomorrow. Walking into the mainstream of life in a new land and making a name for themselves.

The French .. a wealthy and proud race that fought in many conflicts trying to seek fame and fortune for their land. But they had an allegiance to America .. and to show they loved our land they gave us a gift ... a gift which stands proudly with a torch in her hand and crowns our land with freedom .. the lady in New York Harbor .. the Statue of Liberty.

The Germans .. coming to set their war-beaten boots into American soil where they could set down their guns and found a new life for themselves. Contributing like other immigrants in America's melting pot and making a land a more industrious nation through their talents and hard work.

Hard working peasants .. the Swedes .. using the traditions of the old way of life in their native homeland .. seeing God through their Lutheran religion, living off the land, having a strong belief in education and the worth of the individual .. a group worthy of being called "Americans".

Sioux, Navajo, Apache, Cherokee .. yes and many more .. the Indians of our country helped the foundation of a new land. Teaching the early settlers how to farm, hunt, and make a living .. wishing to keep their own identity and customs .. the Indians who lived here on our soil many moons before we began to grow.

The English .. sturdy and strong set forth together to the land of freedom and opportunity .. the forerunners of religious freedom and oppression. Wanting to raise their families in the best that they could offer .. a new life begun.

COMP.

SUPPLEMENTARY RESOURCES

TEACHER

"Folk Song Murals" Project GROW Activity Card #9, Grades 7-9, Florida State Dept. of Education, 1975 (BICEP 3184).

Teacher-Developed Infused Curriculum Modules, Grades 4-6, All Subjects. Arlington, Texas, Partners in Career Education, 1977, "Social Studies", pp. 161-206 (BICEP 3163).

The Story of Our Country. Syracuse, N.Y., Upper Primary Life Centered Curriculum Program (BICEP 3245).

FOLLOW-UP ACTIVITIES

Students may wish to research other American poets such as Carl Sandburg, Henry Wadsworth Longfellow, Robert Frost, Ralph Waldo Emerson, James Greenleaf Whittier. Students could discuss their poetry and its impact on the nation at the time of its writing.

TEACHER'S NOTES

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Reference Skills

KEEP ON TRUCKIN'

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

"Keep on Truckin'" Worksheet and Answer Key

Transportation Books

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having researched sources of transportation and the workers who provide them, the students will match names of transportation workers to descriptive sentences.

PROCEDURES

1. Provide students with a variety of books about transportation workers.
2. Have students identify people in the community who provide transportation services.
3. Identify job requirements (skills and training) necessary for these jobs. Use books to gain information.
4. Distribute "Keep on Truckin'" worksheet, go over directions, and then have students do activity independently.

REF. SKILLS

STUDENT ACTIVITY SHEET

KEEP ON TRUCKIN'

1. Read the names of the transportation workers below.

Taxi Driver	Local Transit Bus Driver
Hot-Air Balloonist	Flight Attendant
Harbor Pilot	Helicopter Pilot
Intercity Bus Driver	Ferryboat Captain
Locomotive Engineer	Chauffeur

2. A brief description of what each of these people does is given below. It's up to you to match the right name with the job duties and write it in the blank space.

A. A ________________________ is one who drives passengers in a private taxi cab. Pay depends on the amount of fares collected, plus tips.

B. A ________________________ is one who supervises the loading and unloading of the ferry. This is a vessel that moves people and products across a lake, river, bay or sound. This person may also steer the ferry.

C. An ________________________ is one who wears a uniform and drives a bus between cities and towns. Sometimes he/she goes from state to state.

D. A ________________________ is one who wears a uniform and drives a local bus. The bus transports passengers within a community.

E. A ________________________ is one who greets passengers and checks their tickets as they board the plane. He/she gives personal service for safety and comfort of passengers.

F. A ________________________ is one who guides huge ships from the harbor into the open water. When a ship enters port this person guides it into the harbor.

G. A ________________________ is one who rigs a balloon for flight and then takes it up in the sky. He/she watches gauges and meters to control speed and course of balloon.

H. A ________________________ is one who is in charge of the mechanical operation of a train engine.

I. A ________________________ is one who flies a helicopter. Most persons in this work are former armed forces members who trained in the military.

J. A ________________________ is employed to drive a car for a company or a private individual.

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REF.
SKILLS

STUDENT ACTIVITY SHEET

KEEP ON TRUCKIN'

1. Read the names of the transportation workers below.

Taxi Driver	Local Transit Bus Driver
Hot-Air Balloonist	Flight Attendant
Harbor Pilot	Helicopter Pilot
Intercity Bus Driver	Ferryboat Captain
Locomotive Engineer	Chauffeur

2. A brief description of what each of these people does is given below. It's up to you to match the right name with the job duties and write it in the blank space.

A. A taxi driver is one who drives passengers in a private taxi cab. Pay depends on the amount of fares collected, plus tips.

B. A ferryboat captain is one who supervises the loading and unloading of the ferry. This is a vessel that moves people and products across a lake, river, bay or sound. This person may also steer the ferry.

C. An intercity bus driver is one who wears a uniform and drives a bus between cities and towns. Sometimes he/she goes from state to state.

D. A local transit bus driver is one who wears a uniform and drives a local bus. The bus transports passengers within a community.

E. A flight attendant is one who greets passengers and checks their tickets as they board the plane. He/she gives personal service for safety and comfort of passengers.

F. A harbor pilot is one who guides huge ships from the harbor into the open water. When a ship enters port this person guides it into the harbor.

G. A hot-air balloonist is one who rigs a balloon for flight and then takes it up in the sky. He/she watches gauges and meters to control speed and course of balloon.

H. A locomotive engineer is one who is in charge of the mechanical operation of a train engine.

I. A helicopter pilot is one who flies a helicopter. Most persons in this work are former armed forces members who trained in the military.

J. A chauffeur is employed to drive a car for a company or a private individual.

REF. SKILLS

254

SUPPLEMENTARY RESOURCES

TEACHER

Off We Go To The Auto Proving Ground (Filmstrip/cassette). Pleasantville, N. Y.: Guidance Associates, 1973 (BICEP 4017).

Off We Go To The Bike Factory (Filmstrip/cassette). Pleasantville, N. Y.: Guidance Associates, 1973 (BICEP 4012).

Gorton, Patricia and Nealy, Janet. Career Education Resource Card File. Niles, Ill.: Developmental Learning Materials, "Truck Driver", 1976 (BICEP 4068).

STUDENT

Farnette, Cherrie et al. At Least A Thousand Things To Do, "Moving On", "Making Tracks", "Move-Meant". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3046).

"High Gear: Careers in Trucking". Career World 2, September, 1977 (BICEP).

FOLLOW-UP ACTIVITIES

As an additional activity, a committee of students could be selected to have a discussion or conduct a debate about good driving practices on the highway. They could gather information concerning this from research as well as personal interviews with truckers.

Considerations such as the following might be included: road courtesy, safety laws and regulations, knowledge of state and out-of-state laws and responsibility for cargo and passengers.

A subcommittee of students could design a chart or bulletin board to demonstrate their knowledge of these transportation workers.

A "Vehicle Day" is an excellent means of culminating a study of transportation careers either at the primary or intermediate level.

TEACHER'S NOTES

255

REF. SKILLS

PREFERENCES AND JOBS

MATERIALS/RESOURCES

"Preferences and Jobs" Worksheet

Paper

Pencils

Books/Multi-media materials appropriate to a variety of careers

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: One-Two
Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

After completion of a personal attitude survey, students will research a specific occupation and compare working situations in that occupation to their own preferences.

PROCEDURES

1. Initiate discussion concerning the fact that people sometimes choose work roles because of their own personal attitudes, skills or interests. Examples which might be used for this topic include:

   A forest ranger enjoys working outdoors.

   A master chef enjoys creating new recipes.

   An accountant is skilled in working with numbers.

   A psychologist gets inner satisfaction from working with others.

2. Distribute "Preference and Jobs" worksheet to students.

3. Explain directions encouraging students to survey their own preferences as well as imagining themselves in a variety of occupational roles. Students should be encouraged to base the responses they put on the "Preferences and Jobs" worksheet on their past social, academic, family and peer experiences, as well as projecting themselves into the future. Teacher should stress that there are no correct or incorrect answers and that preferences and attitudes change with age, associations and value judgments.

REF.
SKILLS

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PROCEDURES Continued

4. Ask students to choose a specific career upon completion of the survey, which they will research.

5. Stress finding information which applies to characteristics of the career and working situations.

6. Utilize school library, encyclopedias, books and multi-media resources for research.

7. Ask students to compare their own survey responses and the information they find in their research.

8. Complete activity by giving students the opportunity to share their personal attitudes and the working situations they have researched.

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STUDENT ACTIVITY SHEET

PREFERENCES AND JOBS

On a job which you might do, would you like to:

CHECK ONE

	Always	Occasionally	Seldom	Never
Follow directions exactly				
Work alone				
Work with a small group				
Do a job the same way each time				
Do precise written work				
Work outside				
Work inside				
Work with a particular group day after day				
Travel during the work day				
Meet people daily				
Use tools and equipment				
Have to be at work at a specific time				
Work with numbers				
Do work which requires little movement				
Help people				
Teach someone something				
Work with money				
Persuade someone to do something				
Solve problems alone				
Create things with your hands				

(Others may be added as they apply)

REF.
SKILLS

258

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

SUPPLEMENTARY RESOURCES

STUDENT

Farnette, Cherrie et al. At Least A Thousand Things To Do. "Working Attitudes". Incentive Publications, 1977 (BICEP 3046).

TEACHER AND STUDENT

Gess, Diane and Miles, Robert. Careers: A Supplemental Reading Program, Level C. New York, N. Y.: Harcourt Brace Jovanovich, 1975 (BICEP 4069).

Peterson, Marla et al. Job Lab I. Boston, Mass.: Houghton Mifflin Co., 1976 (BICEP 4070).

Explore: A Career Awareness Program From Scholastic, Unit 3/Career Connections. New York, N. Y.: Scholastic Book Services, 1976 (BICEP 4044).

Livelyhoods: Careers For Your Lifestyle. Boston, Mass.: Houghton Mifflin Company, 1974 (BICEP 4040).

FOLLOW-UP ACTIVITIES

After completing this activity, students might wish to adapt the "Preferences and Jobs" worksheet and survey their parents or neighbors as to what skills these adults use in their daily work.

TEACHER'S NOTES

259

REF.
SKILLS

20 LOVES

MATERIALS/RESOURCES

"20 Loves" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

The student will identify his/her cherished and most prized activities by completing a list and rating it according to a choice key.

PROCEDURES

1. Initiate discussion on personal values.

   What are values?

   How do they affect our lives?

   Where do our values come from?

   Our parents
   Our friends
   Our society
   Our religion

   How do we share our values with others?

2. Direct discussion to identification of things a person cherishes.

3. Distribute "20 Loves" Worksheet.

4. Instruct students to fill in worksheet with a listing of twenty things they really enjoy or cherish in life.

5. Encourage freedom to write personal choices rather than comparing responses.

6. Offer a suggestion if students seem reluctant to begin. An example might be, "You might think of things you really enjoy during a vacation from school." Suggest ideas about "loves" changing with age. An example might be, "Something you cherished like a teddy bear as a child or good health if you are much older."

REF. SKILLS

PROCEDURES Continued

7. Participate in activity along with students. Do not force twenty choices on students.

8. Upon completion of list, instruct students to code their lists in the following manner:

    1) A dollar sign ($) is to be placed beside any item which costs more than $3.00 each time it is done. (The amount of money designated could vary, depending on the group.)

    2) The letter (A) is to be placed beside those items the student really prefers to do alone; the letter (P) next to those activities he prefers to do with other people; and the letters (A-P) next to activities which he enjoys doing equally alone or with other people.

    3) The letters (PL) are to be placed beside those items which require planning in some degree.

    4) The coding (N5) is to be placed next to those items which would not have been listed five years ago. There might be some need for discussion of this item such as changes in age, attitudes, interests, hobbies and opportunities.

    5) The numbers (1) through (5) are to be placed beside the five most important items. The best loved activity should be numbered (1), the second best (2), and so on.

    6) The student is to indicate next to each activity when (day and date) it was last engaged in.

    7) Alternate choices could be to indicate (M and F) for things that one's mother and father would have on their lists as well as (R) for relatives.

9. Culminate activity by having students share orally one item with their classmates.

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REF.
SKILLS

STUDENT ACTIVITY SHEET

20 LOVES

	$	A	PL	N5	M	F	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

KEY: ($) Anything that costs $3.00 each time it is done (amount of money can vary).
(A) Things that one prefers to do alone.
(PL) Things which require planning in some degree.
(N5) Things you would not have listed as "loves" two years ago.
(M-F) Things that one's mother or father would have on their lists as "loves"

REF.
SKILLS

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

SUPPLEMENTARY RESOURCES

TEACHER

Canfield, John and Wells, Harold. About Me Teacher's Guide. Chicago, Illinois: Encyclopaedia Britannica Ed. Corp., 1971. pp. 55-63 (BICEP 3276).

Canfield, John and Wells, Harold. 100 Ways To Enhance Self-Concept In The Classroom, A Handbook for Teachers and Parents. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1976 (BICEP 2508).

Howe, Leland and Mary. Personalizing Education Values Clarification and Beyond. New York, N.Y.: Hart Publishing Co., Inc., 1975 (BICEP 2509).

STUDENT

Sidley, Elayne. Values Spirit Masters. Carson, California: Educational Insights, 1977 (BICEP 3277).

FOLLOW-UP ACTIVITIES

A follow-up activity would be for students to discuss needs and wants. Are the things we "choose" as most important absolute necessities or can they be wishful fantasies? A further discussion could involve the concept of identifying future lifestyles and careers based on the things we cherish and value.

Example: If one believes in the value of close home and family ties, then he or she will want a future which allows for owning a home and having children.

If one finds satisfaction in creative endeavors, he or she will not seek a job as an assembly line operator.

TEACHER'S NOTES

REF. SKILLS

263

DECIDE THE YELLOW PAGES WAY

DECISION MAKING

MATERIALS/RESOURCES

Telephone Book (Yellow Pages)
"Decide the Yellow Pages Way" Activity Cards
Pencils and Paper

DETAILS

LEVEL: Intermediate

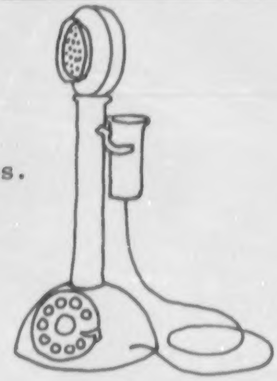
TYPE: Entire Class
Individual

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given the telephone book and "Decide the Yellow Pages Way" activity cards, students will complete the cards and share their decisions with the class.

PROCEDURES



1. Divide the class into small groups.
2. Give each group several phone books.
3. Discuss how to use the phone book - both white and yellow pages.
    a. Alphabetical Order
    b. White Pages - Names and Addresses
    c. Yellow Pages - Goods and Services
    d. Guide Words
    e. Cross-reference in Yellow Pages
4. Present each group a "Decide the Yellow Pages Way" activity card. Have students complete the cards and write their answers in complete thoughts.
5. Have the groups read the activity cards aloud to the class; then have students give their answers.
6. Have students from other groups react to the answers and share their reactions orally with the group.

REF. SKILLS

STUDENT ACTIVITY SHEET

ACTIVITY CARD #1
"DECIDE THE YELLOW PAGES WAY"

You are home alone on a cold (below °) night and suddenly you hear rushing water. You run upstairs to find the pipes have burst. You are in need of someone. Whom do you call? Why?

ACTIVITY CARD #2
"DECIDE THE YELLOW PAGES WAY"

You and your friends have gotten together at your home after a basketball game. Everyone decides he/she is hungry for pizza but no one wants to go out. Whom do you call? Why?

ACTIVITY CARD #3
"DECIDE THE YELLOW PAGES WAY"

You have made plans to go to New York for a visit. You do not have a lot of money to spend but really want to go. You have to decide on the means of transportation that will be cheapest. Whom do you call? What information do you want? Why?

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SKILLS

STUDENT ACTIVITY SHEET

ACTIVITY CARD #4
"DECIDE THE YELLOW PAGES WAY"

You are home alone. You smell gas fumes and you don't know where they are coming from. You have checked the gas stove and it is all shut off. Whom do you call and why?

ACTIVITY CARD #5
"DECIDE THE YELLOW PAGES WAY"

You are driving down the highway late one evening and your car breaks down. Whom do you call? Why?

ACTIVITY CARD #6
"DECIDE THE YELLOW PAGES WAY"

It is summer and there is a prolonged heat wave. You decide to get an air conditioner for your bedroom. Whom do you call? Why?

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENT

Gorton, Patricia and Nealy, Janet. Career Education Resource File, Telephone Worker. Niles, Illinois: Developmental Learning Materials, 1976 (BICEP 4068).

Telexplorer Kit. Scholastic Magazines, Inc. (BICEP 4045).

Frank, Marjorie. If You're Trying To Teach Kids How To Write, You've Gotta Have This Book. Nashville, Tenn.: Incentive Publications, 1979. pp. 160 and 206 (BICEP 3270).

FOLLOW-UP ACTIVITIES

Students might enjoy role playing the situations presented. Each situation will be identified by a certain type of worker. The legitimacy of the "call" will be influenced by how much information the student knows about the work and his/her job.

TEACHER'S NOTES

267

REF.
SKILLS

TELEPHONE TIPS

MATERIALS/RESOURCES

Guest Speaker (Phone Installer)

Telephone Books for each team of students

Telephone Packet (This can be arranged through a Career Education Resource Center and also the guest since it is related to classroom learning.)

DETAILS

LEVEL: Intermediate

TYPE: Small Groups
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Given an opportunity to meet and ask questions of a telephone installer, the student will work in a team situation to identify places and telephone numbers in the community.

PROCEDURES

1. Identify types of books that give information about goods and services in the community.

    Town Report
    Business Promotion Pamphlets
    Telephone Book

2. Discuss with students to determine the number of jobs related to the telephone company.

    Operator
    Computer Terminal Technician
    Telephone Line Person
    Printer
    Secretary
    Telephone Installer

3. Contact a telephone installer by means of 1) parent resources, 2) Community Resource Services at a Career Education Resource Center, or 3) personal contact with telephone company.

4. Arrange for a telephone installer to come to the classroom to discuss his/her work. Have installer bring equipment used for installation purposes.

REF.
SKILLS

PROCEDURES Continued

5. Have students identify discussion topics they wish to have covered in presentation:

    - Description of duties
    - Tools needed for job
    - Education required
    - Personal qualifications needed for this work

        . Must travel from place to place.
        . Must meet new people all the time.
        . Must feel comfortable working in someone else's home.
        . Must be trusted since the job requires being away from office supervision.

    - School subjects which are useful for this job
    - Safety precautions
    - Opportunity for advancement
    - Advantages and disadvantages of job
    - Procedures for installing telephone

6. Welcome visitor, observe demonstrations and ask questions.

7. Follow up classroom visit with reading/language arts activity to locate telephone numbers and identify places in the community.

8. Divide class into teams of four people to complete Telephone Packet. Smaller or larger teams of students can complete the work in the same manner. It is up to the discretion of the teacher.

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REF. SKILLS

STUDENT ACTIVITY SHEET

TELEPHONE TIPS

EXPLORING THE CAPE COD TELEPHONE DIRECTORY

Write the emergency numbers listed on the inside front cover.

Fire ______________________________ ______________

REF. SKILLS

STUDENT ACTIVITY SHEET

ALPHABETICAL INDEX TO THE DIRECTORY

What is the first item listed? ______________________________

What is the last item listed? ______________________________

GUIDE TO CONSUMER PROBLEMS

Name three organizations listed in this guide.

____

____

____

(Draw the symbol for one of them.)

How do you dial a long distance number outside the 617 area?

____

____

____

CAPE COD LISTINGS

What is the phone number of AAA Sani-Services Inc.? ____________________

Look up your name and address. Write them here as listed in the directory. If you don't have a telephone, write the name and address of a friend.

____

____

Write the last name and address listed in the White Pages.

____________________ ____________________

STUDENT ACTIVITY SHEET

YELLOW PAGES

List the postal zip codes for:

Hyannis ____________

Cotuit ____________

Eastham ____________

Yarmouthport ____________

Whose shop is first listed under "Automobile Body Repairing and Painting"?

____

Phone No. ________________________

What is the address of Walpole Woodworkers?

____

Phone No. ________________________

Look up a pest control company. Write its name below as it is listed in the directory.

____

Name the three locations for "Papa Gino's Pizza".

____

____

____

Pretend you are going to visit Disney World in Florida. Identify a travel agent that you might call to make reservations?

____

Name a toy shop in Hyannis. ____

REF. SKILLS

272

STUDENT ACTIVITY SHEET

Your pet needs to go for an annual check-up. Look up the veterinarian nearest you.

____

Phone ________________

Look under "Animal Shelters" to find the number of the S.P.C.A.

____

Your mother wants to have her kitchen remodeled. Look up a company that could perform this service.

____

Phone ________________

SUPPLEMENTARY RESOURCES

STUDENT

Popeye Communications and Media Careers. New York, N.Y.: King Features, 1972 BICEP 9134).

TEACHER AND STUDENT

Gorton, Patricia and Nealy, Janet. Career Education Resource Card File, Telephone Worker. Niles, Illinois: Developmental Learning Materials, 1976 (BICEP 4068).

Gess, Diane and Miles, Robert. Careers: A Supplemental Reading Program, Level C. "Telephone Installer and Repairer". New York, N.Y.: Harcourt Brace Jovanovich, 1975 (BICEP 4069).

FOLLOW-UP ACTIVITIES

Design appropriate thank you for speaker. Some suggestions for showing appreciation are listed below:

Outline of a telephone with class signatures on it.
Tape a mock telephone call thanking him/her and send it using an operator.

TEACHER'S NOTES

REF. SKILLS

274

LET YOUR FINGERS DO THE WALKING

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Paper
Pencils
Supply of Local Telephone Directories (Yellow Pgs.)
Small Notebooks or Materials to Make Them
Worksheet "Let Your Fingers Do The Walking"
"Sentence Sense" Worksheet and Answer Key
Crayons, Markers, Paint, Drawing Paper

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Using the yellow pages of a telephone directory, students will design their own personal directories of goods and services needed by their families.

PROCEDURES

1. Discuss purpose and use of the yellow pages.
2. Complete worksheet "Let Your Fingers Do The Walking".
3. Discuss with the class the kinds of goods and services most often used or needed by their families.
4. List on the board or chart paper the most commonly mentioned items.
5. Supply a small notebook or have students construct a notebook. Ask them to compile their own telephone directories, listing in alphabetical order the goods and services frequently needed and used by their families. Have them make their personal directories as authentic as possible.
6. Have the students design a cover for their telephone directory.

REF. SKILLS

STUDENT ACTIVITY SHEET

LET YOUR FINGERS DO THE WALKING'

Seattle
RICHMOND
MICHIGAN
CAPE COD
MAINE
NEW YORK DIRECTORY
BOSTON
ALBANY
SPRINGFIELD
MIAMI

DIRECTIONS:

Investigating your local telephone book can provide you with all sorts of interesting and valuable information. The telephone book is very much like other books you use in school. It is arranged in alphabetical order. It lists both goods and services as well as people. In that way it resembles an encyclopedia. It is like a dictionary in that it has guide words at the tops of pages. It resembles a catalog in that it has pictures to advertise goods and services.

Investigate your local telephone directory, using the yellow pages, to find the answers to the following questions.

If you needed to find an automobile body repairperson to work on your car, where would you look in the telephone directory to find that information most rapidly?

____

Locate one auto body shop and list both its name and the telephone number.

____

Suppose that you wanted to rent a car for two months. Where would you find a rental agent?

____

List the names of at least two rental agencies so that you can compare prices.

____

____

If you wanted to get a van air-conditioned, find one air conditioning firm that could provide that service for you.

____

REF.
SKILLS

STUDENT ACTIVITY SHEET

You don't know the zip code for the community nearest you. Can you find that information in the telephone directory? If so, indicate the community and also the zip code.

____

Locate and list the number of a local movie theater. ____________________

Locate the name and number of a local bank. ____________________

Suppose you wanted to have your bicycle repaired. Find the name and number of a bicycle repair shop.

____

You are interested in having a newspaper delivered to your house. Locate the name and telephone number of the paper to make arrangements for this service.

____

Locate the name and number of a real estate office.

____

Locate one animal hospital and list both its name and number.

____

Find the name and number of a doctor specializing in skin diseases.

____

Write the name and number of your school. ____________________

Find the name and number of a gas station. ____________________

Find the zip code for a nearby community. Indicate the community and zip code.

____

277

REF.
SKILLS

STUDENT ACTIVITY SHEET

SENTENCE SENSE

DIRECTIONS: Learning about jobs and the tools that workers use can easily become part of your daily lessons in language and reading. An example is the information which is listed below about the all important and necessary invention of the telephone. State whether the sentences below are:

Statements
Questions
Exclamations
Commands (Add appropriate punctuation.)

______________________ Alexander Graham Bell first invented the telephone in 1897

______________________ Did you know that the upper part of the telephone, which you hold next to your ear, is called the receiver

______________________ Answer the telephone this instant

______________________ Have you ever made an overseas telephone call

______________________ Long distance operators assist people who call in emergencies

______________________ I can't wait because we're going to the telephone computer terminal for our field trip

______________________ The rate supervisor decides how much money should be charged for your telephone calls

______________________ I finally got my own telephone for my 16th birthday

______________________ Be pleasant and courteous while using the telephone

______________________ Installers put new telephones in homes and offices

______________________ Is your mother a cable splicer

______________________ Would you like to work as a school recruiter for the telephone company

______________________ Advertising supervisors think of ways to tell the public about the many services provided by the telephone company

______________________ "Let your fingers do the walking through the yellow pages" is a catchy advertising phrase

______________________ Does the business office operator take orders for new telephone service and answer questions about service, repairs and bills

REF.
SKILLS

STUDENT ACTIVITY SHEET

SENTENCE SENSE

DIRECTIONS: Learning about jobs and the tools that workers use can easily become part of your daily lessons in language and reading. An example is the information which is listed below about the all important and necessary invention of the telephone. State whether the sentences below are:

Statements
Questions
Exclamations
Commands (Add appropriate punctuation.)

Statement	Alexander Graham Bell first invented the telephone in 1897.
Question	Did you know that the upper part of the telephone, which you hold next to your ear, is called the receiver?
Exclamation Command	Answer the telephone this instant. or !
Question	Have you ever made an overseas telephone call?
Statement	Long distance operators assist people who call in emergencies.
Statement Exclamation	I can't wait because we're going to the telephone computer terminal for our field trip! or .
Statement	The rate supervisor decides how much money should be charged for your telephone calls.
Statement Exclamation	I finally got my own telephone for my 16th birthday! or
Command	Be pleasant and courteous while using the telephone.
Statement	Installers put new telephones in homes and offices.
Question	Is your mother a cable splicer?
Question	Would you like to work as a school recruiter for the telephone company?
Statement	Advertising supervisors think of ways to tell the public about the many services provided by the telephone company.
Statement	"Let your fingers do the walking through the yellow pages" is a catchy advertising phrase.
Question	Does the business office operator take orders for new telephone service and answer questions about service, repairs and bills?

NOTE TO TEACHER: Two responses are given for some word groupings. These responses depend upon voice inflection when reading item and/or context in which word groups are placed.

SUPPLEMENTARY RESOURCES

TEACHER

Finn, Peter and Lawson, Jane. Career Education Activities For Subject Area Teachers Grades 1-6. Cambridge, Mass.: Abt Publications, 1975. "Ma Belle". pp. 147-150 (BICEP 3076).

TEACHER AND STUDENT

Adams, Anne H. et al. Reading For Survival In Today's Society, Volume I, Modules 1-18. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978. "Module 13, Telephone Directory". pp. 130-136 (BICEP 3064).

FOLLOW-UP ACTIVITIES

A visit by a telephone company employee who works on Yellow Pages listings could provide interesting background for this activity. This visit could be prior to beginning this activity, before the students start to make their own directories, or as a culminating activity.

TEACHER'S NOTES

REF. SKILLS

280

PHONE BOOK SPIN-OFF ACTIVITIES

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Telephone Books

Telephone Information Card

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Given a telephone book and a list of leisure time activities, the students will select an activity and complete the Telephone Information Card pertaining to that activity.

PROCEDURES

1. Discuss with the class the types of activities they may do in their free or leisure time.

   Example: What activities do you enjoy doing after school?

   Do you do different activities on week-ends?

2. List the activities that the students have brainstormed on the chalkboard or on an experience chart.

3. Review each activity to determine if it

   a) Needs to be done with someone else, alone, or in a group

   b) Needs to be done with equipment

   c) Is one which requires money.

4. Divide the class into groups. Present each group with a telephone book. Ask each group to select an activity. Using the Yellow Pages, have them locate that particular activity.

REF. SKILLS

PROCEDURES Continued

5. Present each group with the "Telephone Information Card". (See below.)

TELEPHONE INFORMATION CARD

TYPE OF ACTIVITY: ______________________________

LOCATION: ______________________________

HOURS OPEN: ______________________________

COST: ______________________________

EQUIPMENT: ______________________________

CAN IT BE DONE ALONE? ______________________________

WOULD YOU ENJOY DOING THIS ACTIVITY? ______________

WHY OR WHY NOT? ______________________________

____

6. Explain to the students that they must complete all the questions on the card. If the information is not available in the Yellow Pages they should obtain it by telephoning.

6. Allow class time for locating information.

7. Have students share the information with the class.

STUDENT ACTIVITY SHEET

PHONE BOOK SPIN-OFF ACTIVITIES

TELEPHONE INFORMATION CARD

TYPE OF ACTIVITY: ______________________

LOCATION: ______________________

HOURS OPEN: ______________________

COST: ______________________

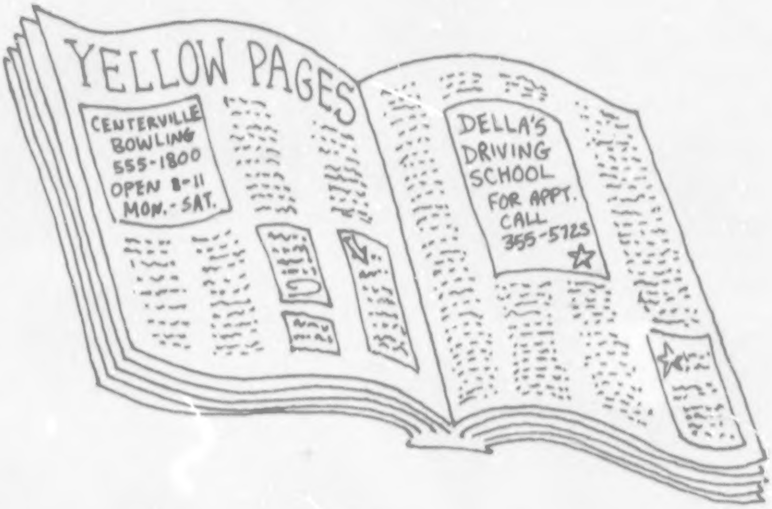
EQUIPMENT: ______________________

CAN IT BE DONE ALONE? ______________________

WOULD YOU ENJOY DOING THIS ACTIVITY? ______________________

WHY OR WHY NOT? ______________________

____


YELLOW PAGES
CENTERVILLE BOWLING 555-1800 OPEN 8-11 MON.-SAT.
DELLA'S DRIVING SCHOOL FOR APPT. CALL 355-5725

SUPPLEMENTARY RESOURCES

TEACHER

Adams, Anne et al. Reading For Survival In Today's Society, Volume One, Modules 1-18. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Module 13 - Telephone Directory", pp. 130-136 (BICEP 3064).

Berman, Michelle and Shevitz, Linda. I Can Make It On My Own, High-Interest Reading Fun For The Middle Grades. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Classified Ads and Yellow Pages", pp. 76-77 (BICEP 3136).

Career Awareness Do-It-Yourself Survival Kit. Eugene, Oregon, Lane County School District, 1976, "Use of Telephone Directories", pp. 337-338 (BICEP 3024).

TEACHER AND STUDENTS

Schapiro, Jeri. SCOPE Visuals 27, Reading Contracts and Forms. New York, N.Y.: Scholastic Book Services, 1977, "Reading A Phone Bill", (BICEP 3187).

FOLLOW-UP ACTIVITIES

Students could follow up by actually doing the activity. They could involve guest speakers or experience field trips to study the various occupations found within each activity.

The information found could be transferred to a class chart.

TEACHER'S NOTES

REF. SKILLS

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CAREER CORNERS

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Poster Board
Occupational Information Booklets
Magazines
Tape Recorder and Tapes
Boxes
"Career Corners" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

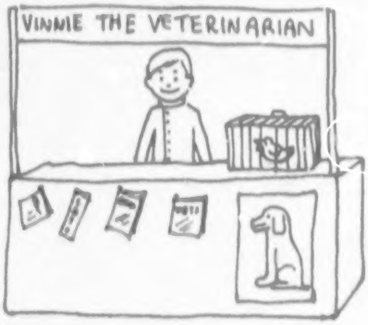
TIME: Four Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

Following a classroom poll of those occupations that are of current interest, the students will compile data about these occupations and post the information.

PROCEDURES

1. The class will discuss and conduct an assessment of the occupations that interest them.
2. Group together students with the same occupational interests (Groups of 4 - 5).
3. Instruct students to gather information about the occupations by:
    - Interviewing someone
    - Research
    - Using magazines
    - Field trip (mini)
    - Making charts, etc.
    - Other



4. Distribute " Career Corners" worksheet to students.
5. Explain that the information they obtain can be done through research or by a personal interview.
6. Go over all questions so students understand them.

REF. SKILLS

PROCEDURES Continued

7. Offer options for researching information:

    - Two people together may wish to conduct the interview.
    - Teams/groups of students may wish to divide responsibilities for collecting information.
    - One student may wish to photograph the occupation while another may wish to tape record the sounds of the career.

8. Have students construct a booth to present their occupation and then tape a three to five minute presentation.

9. Have students visit the booths of their peers after completion to gain information about the various occupations. At each booth have them listen to the tape and observe the material.

POSSIBLE CHART FOR THE CLASS

JOB	TRAINING	SCHOOL	PAY

REF.
SKILLS

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STUDENT ACTIVITY SHEET

CAREER CORNERS

Researching a particular occupation or career can be a most enlightening experience. You become acquainted with someone whose interest is also yours as well as learning about their work and the aspirations for success and satisfaction in the work they do.

Below are some questions you may wish to consider when doing research about a particular job, occupation or career.

CAREER ______________________________

NAME OF PERSON AND/OR SOURCE OF INFORMATION ______________________________

____

How does a person become trained or skilled for this career choice? ______________________________

____

____

____

Name or identify any special schools or training institutions or agencies in your community which assist one in training or learning about this career choice.

____

____

____

Describe at least three different types of activities which a person in this career would engage in during a typical day's work. Be as specific as possible in gathering this information. If you desire, indicate which of these three would be of particular interest to you and the reasons why.

____

____

____

____

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____

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287

REF. SKILLS

STUDENT ACTIVITY SHEET

What personal traits are absolutely essential for a person engaged in your career interest? Tell why it is necessary for a person to possess their characteristics. Give specific examples if possible.

If the job or career requires any special type of wearing apparel, tell what it is, why it is required and any other details that you gain from your research.

What are the rewards or personal satisfactions derived from working in this career choice?

What are some of the disadvantages or problems associated with this career choice?

REF.
SKILLS

STUDENT ACTIVITY SHEET

Does this career or job choice give one the opportunity to advance or be promoted to a higher level of responsibility? If so, explain the levels of growth. You might also want to mention whether being promoted, in your opinion, is a good aspect of this job choice.

____

____

____

____

____

____

____

The space below is reserved for additional impressions, information or ideas that you wish to record.

REF. SKILLS

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

Peterson, Marla et al. Job Lab I. Boston, Mass.: Houghton Mifflin Co., 1976 (BICEP 4070).

Teaching Techniques for Career Education "Conducting An Interview". Minneapolis, Minn.: Environmental Sciences Foundation, Inc., 1974 (BICEP).

Explore: A Career Awareness Program From Scholastic, Unit 3/Career Connections. New York, N.Y.: Scholastic Book Services, 1976 (BICEP 4044).

Livelyhoods: Careers For Your Lifestyle. Boston, Mass.: Houghton Mifflin Co., 1974 (BICEP 4040).

FOLLOW-UP ACTIVITIES

"Career Corners" in classrooms can serve as preliminary stations for a career fair. An exhibit can culminate a research unit in reading/language arts. It can support community involvement in the school's program by inviting people with similar occupations who are chosen by the students to be guests and resource "experts".

TEACHER'S NOTES

REF.
SKILLS

WORKING WITH ANIMALS

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Books, Filmstrips, Cassettes and other related media about the proper care of animals and careers associated with animal care.

"Working With Animals" Occupations

"Working With Animals" Information Worksheet

"How Do You Feel About Animals?" Filmstrip (See Resources.)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Four Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

After researching animal care and occupations related to animal care, students in partnership learning teams will choose one particular animal related occupation and identify qualifications, training needed, work details, work tools and other relevant information appropriate to considering this career choice.

PROCEDURES

FIRST CLASS PERIOD

1. Initiate an exploration of animal related occupations.
2. Ask students to bring to class pictures, books, and pet care materials and tools to begin a class "Animal Library".
3. Encourage students to share information they have about pet care with rest of the class thus beginning a foundation for animal workers later on in the activity.
4. Conclude first day's activity by showing the filmstrip, "How Do You Feel About Animals?" and discussing main points emphasized. This will begin to direct attention to basic qualifications needed for work in the animal care field.

SECOND CLASS PERIOD

5. Begin activity by brainstorming with students those animal related careers they can identify before they begin their research.
6. List all those animal related careers that students can identify on chalkboard, experience chart paper, or at the designated place in the classroom for the "Animal Library". (The list provided by students will be supplemented by the student handout).

REF. SKILLS

PROCEDURES Continued

7. Distribute "Working With Animals" Occupations and compare list already identified by students. Add any new occupations which students may offer.

8. Culminate the class period by asking student partners to tentatively choose one particular occupation to research. Discourage many students choosing a familiar word like "veterinarian". Motivate by saying the more diversity the more will be learned.

THIRD CLASS PERIOD

9. Begin class by discussing guidelines for the research.

10. Indicate that any or all of the following information techniques may be used for research purposes:

    - Visiting the animal worker at his/her place of business
    - Interviewing animal care workers
    - Tape recording conversations between worker and students
    - Photographing animal care worker
    - Viewing slides, film loops, filmstrips about animal care workers
    - Reading books, articles, magazines, brochures related to animal care

11. Discuss basic questions which should be considered in doing the research.

12. Distribute "Working With Animals" Information Worksheet and discuss each question with students.

13. Encourage students to add additional questions as well as record information they find valuable even though it may not be listed as a specific question.

FOURTH CLASS PERIOD

14. Allow sufficient time frame for students to research their chosen animal care occupation.

15. Culminate by students sharing their researched information with entire class. A bulletin board or an animal worker class encyclopedia can be designed for class, parents and visitors to enjoy.

REF. SKILLS

STUDENT ACTIVITY SHEET

WORKING WITH ANIMALS

INFORMATION WORKSHEET

RESEARCH TEAM: ____________________

ANIMAL CARE OCCUPATION: ____________________

RESEARCH TECHNIQUES USED: ____________________

What type of training is need for this job?

____

How does this occupation help animals or people?

____

What are the advantages and disadvantages of this occupation?

____

____

What type of location is appropriate for this occupation?

____

What are some daily work tasks associated with this occupation?

____

____

Are there opportunities for advancement in this occupation?

____

What qualities of personality does a person need for this career?

____

If interviewing a person, "Why did you choose this career?

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____

REF. SKILLS

STUDENT ACTIVITY SHEET

WORKING WITH ANIMALS

OCCUPATIONS

Animal Groomer
Canine Control Officer
Circus Animal Trainer
Dairy Farmer
Exterminator
Fish and Game Warden
Fisherperson
Fish Hatchery Worker
Humane Educator
Jockey
Kennel Worker
Livestock Farmer
Marine Biologist
Obedience School Worker
Ornithologist
Park Naturalist
Park Ranger
Pet Food Manufacturer
Pet Grooming Manufacturer
Pet Shop Worker
Rancher
Seeing Eye Dog Trainer
Sheep Shearer
Stable Owner
Taxidermist
Veterinarian
Zoo Curator

REF. SKILLS

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SUPPLEMENTARY RESOURCES

STUDENTS

Reading About Work. Florence, Kentucky: Litton Educational Publishing Co., 1977 (BICEP 4076).

TEACHER AND STUDENTS

Children's Dictionary of Occupations. Philadelphia, Pa.: Career Futures, Inc., 1974, "People Who - Sheet Two" (BICEP 3279).

My Father's A Veterinarian. Mahwah, N.J.: Troll Associates, 1974 (BICEP 4023k).

Working With Animals Series. Mahwah, N.J.: Troll Associates, 1975 (BICEP 4022).

FOLLOW-UP ACTIVITIES

Following the research presentations, students might wish to design a class chart of the school subject(s) which most directly relate to each occupation and give reasons for their choices. Examples:

Pet Shop Owner	-	Science - Knowing eating habits of animals Math - Pricing animals and related items
Taxidermist	-	Art - Making animal look "real" Science - Knowing body and bone structure of animal

Also, the establishment of a "Live Corner" in a classroom as a learning station can provide motivation for students in working with animals as well as recording their habits and researching their life styles.

TEACHER'S NOTES

Newspaper

NUMBERS IN THE NEWS

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Newspapers (Sunday and daily editions as well as different publications; e.g., New York Times, local papers)

Scissors

5
DISC JOCKEY
8

DETAILS

LEVEL:	Intermediate
TYPE:	Entire Class Small Groups
TIME:	One Class Period

INSTRUCTIONAL OBJECTIVE

Using the newspaper as a resource, students will be able to identify the varied ways in which numbers are used in everyday life and record ways in a group collage.

PROCEDURES

1. Divide the class into small groups. Give each group a section of the newspaper.
2. Have students cut out advertisements, articles, and headlines that contain numbers.
3. Discuss the variety of ways in which numbers are used. Examples might include:
    - Sports statistics
    - Surveys/polls
    - Ages of people in the news
    - Advertisements
    - Financial news
    - Lottery numbers
    - Temperature/weather reports
    - Recipes
    - Telephone numbers/classified ads
    - Travel schedules
    - Radio/Television programming
4. Discuss how students use numbers in school? in leisure time? at home?
5. Discuss how parents use numbers in everyday work?
6. Culminate activity by making a group collage of students' clippings of number usage in newspapers.

4
UMPIRE
39
5
AUTO SALESMAN
2
6
1
BANKER

NEWS.

SUPPLEMENTARY RESOURCES

TEACHER

Kaplan, Sandra. The Big Book of Collections: Math Ideas and Activities. Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1975 (BICEP 3138).

People At Work.. The Newspaper, The Comic Strip, The Filmstrip. (Multi-media Kit). New York: King Features, 1975 (BICEP 4039).

STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do -"Paper Connections". Nashville, Tenn.: Incentive Publications, Inc., 1977. p. 47 (BICEP 3039).

TEACHER AND STUDENTS

People Who Organize Facts, TV Sports Editor. New York, N.Y.: Guidance Associates, 1974 (BICEP 4010e).

FOLLOW-UP ACTIVITIES

Students can discuss and research careers in which use of numbers is necessary.

Visiting a local newspaper office and interviewing the personnel can be an excellent follow-up to this activity. Inviting a resource person from a newspaper staff to discuss math skills necessary in the field of communications can help students see the relevance for what they are learning in school. Students can also choose to discuss and research additional careers where the use of numbers is essential.

TEACHER'S NOTES

NEWS.

WHO'S WHO IN THE NEWSPAPER BUSINESS?

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

"Who's Who In The Newspaper Business" Worksheets

Experience Chart Paper   Glue

"Careers With A Newspaper" Media (f/c)

"Careers With A Newspaper" Book

Old Newspapers Cut Into Strips Suitable for Mounting Word Cards

White Construction Paper   Scissors

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Eight Class Periods
On Going

INSTRUCTIONAL OBJECTIVE

Students will visit a newspaper office, observe the workers doing their independent jobs to produce a newspaper, return to the classroom, assign different newspaper tasks to classmates, and produce a mini newspaper.

PROCEDURES

FIRST CLASS PERIOD and SECOND CLASS PERIOD

1. Introduce this activity by showing a filmstrip and listening to the cassette "Careers With A Newspaper" to the students.

2. Following the filmstrip/cassette read orally with the students "Careers With A Newspaper" discussing all the related jobs which cause this type of work to function for the good of the community and its citizens.

3. Make a vocabulary chain of words that relate to this career. Place all the words that the students come up with after the filmstrip/cassette showing and the reading of the book on white construction paper and place on newsprint and then display in a conspicuous place in the classroom. Words that probably will be contributed by the students will include the following:

   reporter
   sports writer
   columnist
   cartoonist
   photoengraver
   wire services
   distribution

   writer
   press
   editorial
   advertisements
   circulation
   copy
   subscriptions

   editor
   photographer
   human interest story
   typesetter
   librarian
   news carrier
   features

4. Include all other words that students contribute as long as they relate accurately to the newspaper business.

NEWS.

THIRD CLASS PERIOD

Prior to this period, arrangements should be made for the students to visit a newspaper plant. It can be a large operation or it can be a small weekly newspaper plant.

PROCEDURES Continued

5. List with the students all the questions that they plan to ask when they visit the newspaper plant. Guide their questions based on what they have learned from the information learned in procedures # 1 and 2. Questions such as the following should be included:
   - How does a newspaper help the community?
   - How many different kinds of jobs are there is your newspaper?
   - How old does one have to be to work for your newspaper?
   - What type of training is required to be a reporter?
     Note: this question can be changed depending on the type of work they want to learn about.
   - What would you do if the presses broke down?
   - How do you get news about other places in the country and the world since it doesn't happen right in the community?
   - How do newspaper photographers get to locations to take pictures when they don't know in advance that there is going to be a news worthy event?
   - Can newspaper reporters put in their own opinions in their stories?
   - Does everyone at a newspaper office have to know how to type?
   - How do you get new subscribers?
   - Do you train your paper carriers?
   - How do you decide what news goes on the front page of the paper?
   - Where does your paper come from?
   - Do you read other newspapers besides your own? Why or why not?
   - What types of news articles do people most enjoy?
   - If I wanted to get a job at your paper, what would be the first thing for me to do?
   - Why do the pictures in the newspaper appear to look like a lot of small black dots?
   - How do you decide what letters to print on the editorial page?
   - When does the paper have to completed in order to get it out to news stands on a daily basis?
   - What happens to the paper when there is a bad storm and your drivers can't get to their locations on time?

6. Include any additional questions that the students want to ask. Perhaps students may wish to make up their own questions. Perhaps they may wish to interview certain workers while on the work site. Perhaps students wish to record the answers they get from workers. Perhaps at the time they visit, the workers are too busy to stop and answer questions. If so, then the tour guide should be informed about the types of information that the students wish to learn. All these options should be considered by the teacher.

FOURTH CLASS PERIOD

7. Visit the newspaper plant. Invite parents to come along so they can share in their students' learning.

PROCEDURES Continued

FIFTH CLASS PERIOD

8. Hold a debriefing discussion upon return from the newspaper. Allow students to express their own ideas about the trip.

9. Have students design and or write appropriate thank you letters to those who were helpful on the field trip. This will allow students to show which things most impressed them about what they learned.

SIXTH CLASS PERIOD

10. Begin the process of planning to write a class newspaper. Have students identify the types of jobs that are essential to produce a mini newspaper.

11. Have students elect their own workers. Make sure that the students choose people who are capable of performing the task. Make sure that all students have a role to play in the writing of the newspaper.

12. Distribute the "Who's Who In The Newspaper Business" worksheets to the students so they have a guide in helping them make choices about who the workers will be.

SEVENTH CLASS PERIOD

13. Based on choices, have students begin to prepare their copy. If one is available, have students take pictures with a Polaroid or Instamatic camera so these can be put in the final copy of the newspaper.

14. Invite parents to come to the classroom to help in the editing process.

15. Allow time for student reporters to visit school and classroom locations in the school based on the types of information they choose to put in their class edition.

EIGHTH CLASS PERIOD

16. Provide large pieces of construction paper for students to place their finished copy on for the final edition.

17. Refer back to the types of information they gained from the audio visual presentations as well as their trip to the newspaper in putting together the final edition.

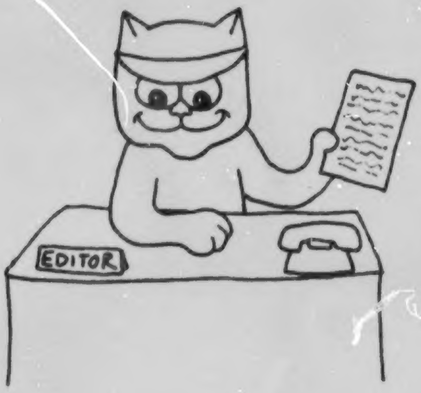
VARIATIONS

Have students write their articles on 8 and 1/2 by 11 paper and xerox newspaper so all students have their own copy and can share the copy with other classrooms and their parents. Have students do their own illustrations in place of actual photographs so they can be xeroxed also.

Send a copy of the class newspaper to the tour guide and workers at the newspaper plant that the students visited.

STUDENT ACTIVITY SHEET

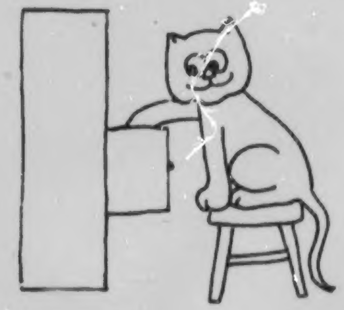
WHO'S WHO IN THE NEWSPAPER BUSINESS?



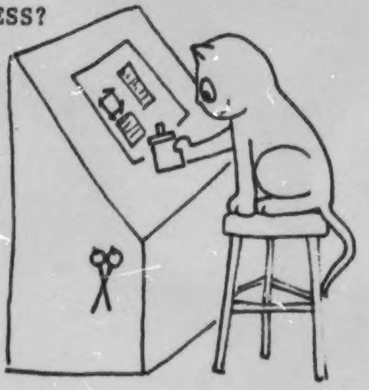
EDITOR

The editor decides what goes into the newspaper. There are different kinds of editors. A state editor collects news about the state. The copy editor reads the stories for mistakes and cuts them so they can fit the space. The copy editor also writes the headlines.

LIBRARIAN

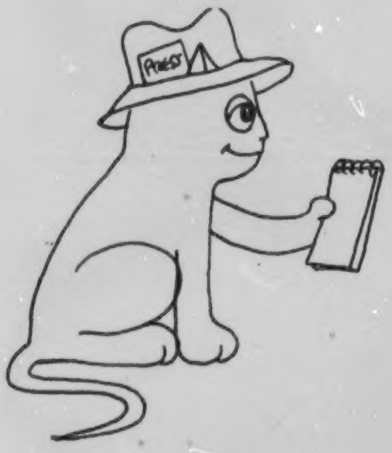


The librarian files the stories that are written as well as pictures that have been used so that if necessary, they can be used again.



ARTIST

The artist illustrates news stories, advertisements and other articles that require pictures.



REPORTER

The reporter covers the news event. Sometimes the editor interviews the person about the event. Sometimes the reporter takes notes on the event. Reporters also research the news event and then writes the story.

NEWS.

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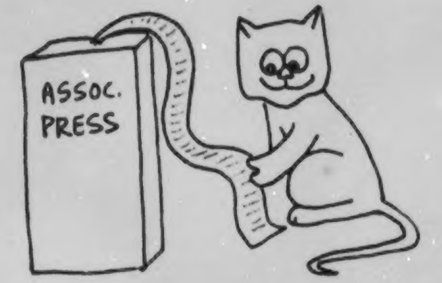
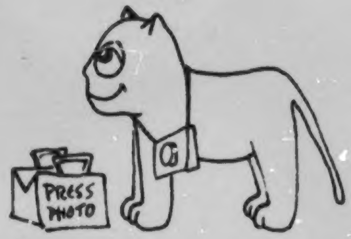
STUDENT ACTIVITY SHEET

WHO'S WHO IN THE NEWSPAPER BUSINESS?



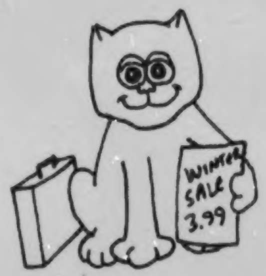
WIRE SERVICE EDITOR

The wire service editor edits the world and national news and photographs that come over the wire services.



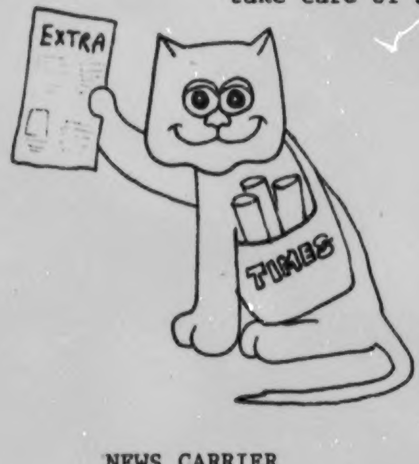
PHOTOGRAPHER

The photographer takes pictures on the scene of news events and then develops them so they can be included in the paper.



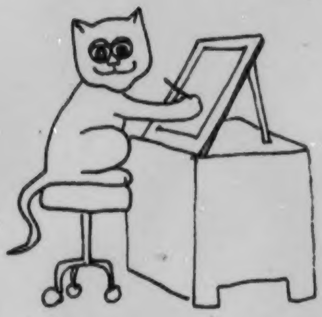
ADVERTISING SALES

The advertising sales people visit businesses and community agencies to sell them ads for the paper. The advertising sales people also take care of all the telephone ads.



NEWS CARRIER

The news carrier delivers the paper to all the subscribers. He/she collects money for the sale of the paper and delivers it to the subscription department



GRAPHICS DESIGNER

The graphics designer does all the cartoons that are put into the newspaper as well as special art features.

NEWS.

SUPPLEMENTARY RESOURCES

TEACHER

Elementary Career Awareness Activities. Attleboro, Mass. Public Schools (BICEP CE7700-183).

TEACHER AND STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn., Incentive Publications, Inc., 1977, "Paper Connections", p. 47 (BICEP 3046).

Lerner, Mark. Careers With A Newspaper. (Filmstrip, Cassette, Book). Minneapolis, Minn., 1977 (BICEP 9051).

Ryonc, Debra. The Newspaper, Reading Comprehension - Creative Writing Activity Cards. Palos Verdes Peninsula, CA., Frank Schaffer Publications, Inc., 1976 (BICEP 9274).

FOLLOW-UP ACTIVITIES

Students may wish to publish a newspaper for their parents for Open House featuring things that they are doing in school. They may also wish to write a newspaper as a thank you feature for community volunteers that have come to the school to share their occupations and hobbies with the class.

TEACHER'S NOTES

NEWS.

A JOB FOR ALL SEASONS

ATTITUDES TOWARD DIGNITY OF WORK

MATERIALS/RESOURCES

Paper
Pencils
Crayons
Magic Markers
Local Newspaper

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having identified seasonal employment as a necessary component of our economy, the students will review seasonal advertisements from the daily newspaper and design an attractive advertisement for a seasonal job.

PROCEDURES

1. Begin activity be explaining that the American economy allows some areas of the nation to feature seasonal and year round jobs. What does seasonal mean? What particular jobs can only be done at certain times of the year in your community?

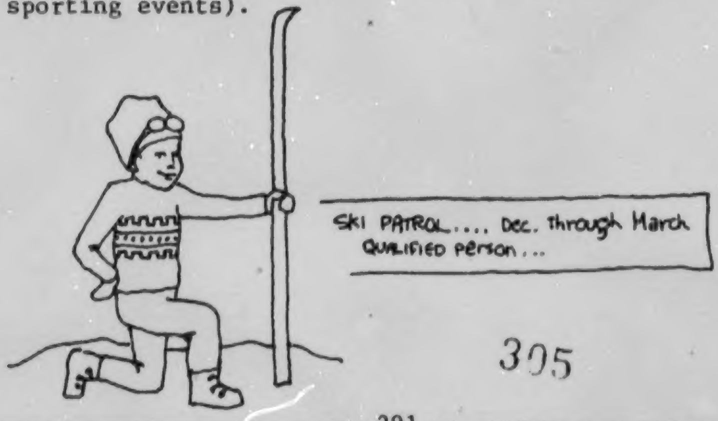
2. Elicit reasons why seasonal and year round jobs exist.

   Some areas are tourist meccas (Cape Cod, Disneyland, Las Vegas).

   Some areas have favorable seasonal climates (Cape Cod; Miami, Florida; Stowe, Vt.).

   Some areas grow seasonal crops (Cape Cod - cranberries, California - truck farming, Washington - apples).

   Some types of jobs can only be done in certain seasons (macadamizing roads, life guard, sporting events).


SKI PATROL.... Dec. through March
QUALIFIED person...

NEWS.

PROCEDURES Continued

3. Discuss what types of jobs can be done all year round (doctor, religious leader, airline pilot, artisan).

4. Record jobs that are seasonal and year round and list under an appropriate heading on the chalkboard.

5. Pass out "Help Wanted" sections of several newspapers.

6. Review "Help Wanted" section. Categorize jobs as either seasonal or year round employment. Some discussion may be needed to determine whether it is seasonal or year round.

7. In second class period have students and teacher together review "Help Wanted" ads to determine the various components which constitute an ad. List components on chalk board.

CAMP COUNSELOR... summer job
recreation, arts and crafts...

8. Have students create an advertisement for the position of their choice, using paper, crayons, magic markers, etc.

9. Have students share their advertisements with the class. Teacher may wish to display completed advertisements.

Essential components of a
newspaper Job Advertisement

JOB TITLE

Description of job
Working Conditions
Time
Salary
Person or place to contact
Qualifications needed

LIFEGUARD.... June through Sept.
Water safety ..

SUPPLEMENTARY RESOURCES

TEACHER

"Outdoor Recreation Careers". Career World #2, Curriculum Innovations, Inc., March, 1978 (BICEP).

Providing Recreation. Multi-media Kit. Pathescope Educational Films, Inc., Associated Press, 1975 (BICEP 4051).

STUDENTS

"Guide to Summer Jobs". Career World #2, Curriculum Innovations, Inc., January, 1978 (BICEP).

"Seasonal Employment." Washington, D.C.: National Park Service (BICEP).

FOLLOW-UP ACTIVITIES

Students could interview people in their immediate community who were engaged in seasonal employment. From the interview they could ascertain the benefits and disadvantages of seasonal employment based on the following criteria: salary, life style, weather conditions, opportunity to meet new people, opportunity for advancement.

A visit to the local Chamber of Commerce to determine the number of seasonal jobs available in a tourist area would be a valuable learning experience for students. If statistics were available regarding mobility because of seasonal employment, this would also help students recognize that work roles often determine life styles.

TEACHER'S NOTES

NEWS.

CLASS TIMES

MATERIALS/RESOURCES

Mural Paper

Pencils

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Twelve Class Periods

INSTRUCTIONAL OBJECTIVE

Having studied the newspaper, the students will prepare a class newspaper featuring articles about themselves and school related activities.

PROCEDURES

FIRST CLASS PERIOD

1. Discuss jobs related to preparing a class newspaper.
2. Prepare questions for utilizing a community resource related to the newspaper business.

SECOND CLASS PERIOD

3. Visit a local newspaper or have a newspaper worker visit classroom to give an overview of this important communication vehicle.

THIRD CLASS PERIOD

4. Compare job list with information gained from community resources.
5. Discuss ways to allocate job responsibilities:

    Teacher choice
    Class nominations
    Volunteers
    Choice based on skills/talents/interests
    Combination of above.

NEWS.

PROCEDURES Continued

6. Choose chairpersons for each major job related to the development of a newspaper using information from initial discussion and new information from resource.

FOURTH CLASS PERIOD

7. Design layout. (A sample is included with this instructional activity.)

FIFTH CLASS PERIOD

8. Assist chairpersons as they solicit classmates to work on various sections/articles. If students are to be reporters for their own class news, allow sufficient time for persons to collect information. (Supplementary resources will assist teacher in guiding students to write carefully planned feature articles, human interest stories, editorials, headlines, etc.)

SIXTH AND SEVENTH CLASS PERIOD

9. Have student groups work on newspaper drafts. (Inviting parents to assist students in this individualized approach will give support to students when needed as well as assure that time is efficiently spent.)

EIGHTH CLASS PERIOD

10. Meet with each chairperson and his/her group members for a private critique of first draft. Teacher can also use tape recorder to give oral feedback to students on their efforts. Listening stations can be set up in classroom by teacher and chairperson can meet with group, listen to critique and make changes ,if necessary.

NINTH CLASS PERIOD

11. Have students revise copy as needed. Due date is established when all copy must be submitted to student publisher.

TENTH CLASS PERIOD

12. Initiate new roles with advice and in consultation with student publisher. Assign new production job:

    Placing layout in proper position

    Actual printers (Xerox or duplicating machine or having one large class copy either handwritten or typed)

    Collators

    Artist or photographer

ELEVENTH CLASS PERIOD

13. Make a final review of the entire paper before it goes to final production.

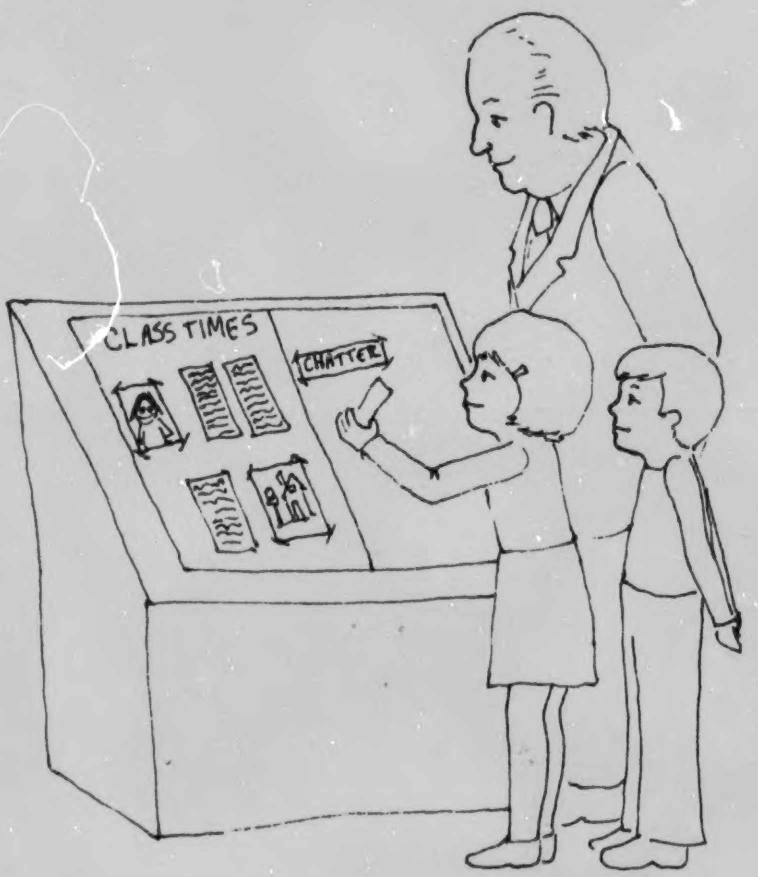
NEWS.

PROCEDURES Continued

TWELFTH CLASS PERIOD AND ON-GOING

14. Allow sufficient time for production purposes.

15. Share class newspaper with other classrooms, teachers, parents and newspaper community resource volunteers.



STUDENT ACTIVITY SHEET

CLASS TIMES

NEWSPAPER LAYOUT DESIGN

TITLE OF NEWSPAPER

Volume ________ *No.* __________ *Location* __________________ *Pages* ____ *Price* ________

HEADLINE

Headline Story

Photo To Accompany Headline Story

Photo Credit

Local News

Index or Table of Contents

NEWS.

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

CLASS TIMES

NEWSPAPER LAYOUT DESIGN

National News

Weather Report

Local Temperatures

Today's Weather

Tomorrow's Prediction

Photos To
Accompany
Human Interest
Story

People In The News or Human Interest Story

NEWS.

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

CLASS TIMES

NEWSPAPER LAYOUT DESIGN

Editorial Page

Letters To The Editor

Political Cartoon

NEWS.

313

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

CLASS TIMES

NEWSPAPER LAYOUT DESIGN

Sports Page

National Events

Local Events

Sports Personality

Photo To Accompany One Article

NEWS.

STUDENT ACTIVITY SHEET

CLASS TIMES

NEWSPAPER LAYOUT DESIGN

Living Features

The Theater

Foods

Recipe of The Day

Television Personalities and Previews

The Fashion World

NEWS.

STUDENT ACTIVITY SHEET

CLASS TIMES

NEWSPAPER LAYOUT DESIGN

Classified Advertisements

Help Wanted	*For Sale*	*Real Estate Listings*

NEWS.

SUPPLEMENTARY RESOURCES

TEACHER

People At Work.. The Newspaper. Multi-media Kit. New York, N.Y.: King Features, 1975 (BICEP 4039).

The Middle School Teacher Idea Book. CIRP, Incorporated, 1976.,pp.126-27(BICEP 3185).

STUDENTS

Tigue, Ethel. Looking Forward To A Career-Writing. Minneapolis, Minn.: Dillon Press, Ind., 1970 (BICEP 9111).

TEACHER AND STUDENTS

Kohner, Terrence. Your School Newspaper, How To Plan and Produce It. Boston, Mass.: Houghton Mifflin Co., 1969 (BICEP 3296).

Ryono, Debra. The Newspaper, Reading Comprehension - Creative Writing Activity Cards. Palos Verdes Peninsula, Calif.: Frank Schaffer Publications, Inc., 1976 (BICEP 9274).

FOLLOW-UP ACTIVITIES

Could include advertisements for services: Examples: Dog Walking Service
Lawn Mowing Service

Teacher and students may wish to make a class newspaper or a school publication.

Students may wish to write a personal paper about themselves and their families.

TEACHER'S NOTES

NEWS.

Grammar

OCCUPATIONAL WORD WISE

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Pictures of Different Occupations
Chart Paper
Pencils
Paper

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After discussing pictures depicting different occupations, the students will supply as many adjectives as possible for each occupation and then write a sentence describing each.

PROCEDURES

1. Instruct students to find pictures of workers and bring them to class. These may be obtained from magazines at home or from a classroom picture file. Teacher should set the example by displaying pictures of different occupations, such as

   Artist
   Construction worker
   Doctor
   Musician

   The teacher can request pictures from the Resource Center. To heighten students' awareness and work toward reducing sex role stereotyping, display pictures of non-traditional role models. Encourage students to do the same.

2. Display pictures students bring to class in a visible space (bulletin board, showcase).

3. Place below each picture some experience story paper.

4. Draw from students in an oral discussion words to describe the worker or occupation. Examples might include:

   Kind - doctor
   Popular - baseball player
   Strong - carpenter
   Friendly - secretary
   Loving - parent

GRAM.

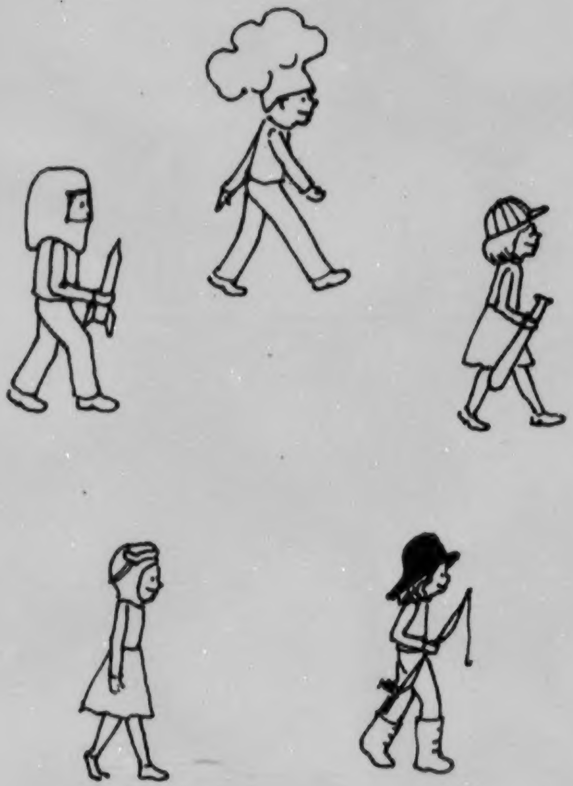
PROCEDURES Continued

5. Take a word/worker combination and ask students to complete a sentence using both.

   The loving parent cared for the sick child.

   Our school secretary is always friendly to visitors.

6. Record sentences on experience story paper and display for students to read and observe.



SUPPLEMENTARY RESOURCES

TEACHER

Long, Betty. Careers and Me - Primary Level. Manhattan Beach, Calif.: Teachers, 1978 (BICEP 3156).

STUDENTS

Career Flip Book. Niles, Ill.: Developmental Learning Materials, 1976 (BICEP 9065).

Loberg, Mary Alice. People At Work. Kansas City, Mo.: Hallmark Cards, Inc. (BICEP 9014)

Saul, Wendy. Butcher, Baker, Cabinet Maker, Photographs of Women at Work. New York, N.Y.: Thomas Y. Crowell, 1978 (BICEP 9037).

FOLLOW-UP ACTIVITIES

This activity can be supplemented by having individual students or the entire class create several sentences about a particular occupation to make an experience story (thereby causing sentences to connect ideas).

TEACHER'S NOTES

GRAM.

321

JOBS FOR ALL

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Construction Paper
Paste
Scissors
Magazines
Large Wall for Mural

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three-Four Class Periods

INSTRUCTIONAL OBJECTIVE

After drawing outlines of their hands and writing ten self-descriptive words in the finger portion of the drawings, the students will select from magazines ten occupations that begin with the first letter of each self-descriptive word.

PROCEDURES

1. Have each student trace his/her hand on construction paper.
2. Have student select a partner to assist in drawing the hand which is not ordinarily used.
3. Have each student write the positive words describing his/her self - I am.
4. Have each student share orally his/her ten self-descriptive words with the class.
5. Have each student select, cut, paste and label pictures of a male and female performing jobs which begin with the first letter of each self-descriptive word.
6. Display "hands", words and pictures on a bulletin board.

GRAM.

SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness/Exploration Curriculum Kit, Grades K-3, Programs I, II, III, IV, V. Portland, Oregon. Continuing Education Publications, 1976-77 (BICEP 1079-1083).

Curriculum Units Kindergarten and K-4 Combined Units. Beckley, W. Va.: Raleigh County Schools (BICEP 1028).

Learning Tree Filmstrips/Cassettes, "The Police, The Firefighters, Medical Technicians, Other Community Services". 1975 (BICEP 4004).

TEACHER AND STUDENTS

Boys and Girls Can Do Anything. Teaching Resources Films (Filmstrip/Cassette), 1975 (BICEP 4030e).

FOLLOW-UP ACTIVITIES

Students could interview persons they know (parents, friends, neighbors, grandparents, relatives) whose type of job they paste on the hand. Possible interview questions are:

a. What is the title of your job?
b. What are your working hours?
c. Do you have to work any other time?
d. Describe the kinds of things you do on the job.
e. Where do you do your work?
f. How does your work help our families or our communities?
g. What do you like best about your work?

TEACHER'S NOTES

GRAM.

323

JUST BETWEEN US

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Sources of Pictures
Scissors
Paste/Glue
Paper

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: One-Two
Class Periods

INSTRUCTIONAL OBJECTIVE

Having discussed phrases which describe personal interaction, groups of students will illustrate books titled "Just Between Us".

PROCEDURES

1. Have students discuss the different ways in which they interact with others -- both positive and negative ways - and prepare a list of words or phrases that describe those interactions.

   Examples might include:

   Positive

   - Enjoying a family picnic
   - Visting relatives
   - Playing in a team sport
   - Working on a group project
   - Working on a club project
   - Giving a compliment

   Negative

   - Arguing over who is to be in charge of a game
   - Avoiding people one doesn't like
   - Tattling on a friend
   - Taking advantage of another person

2. Divide the class into groups of four/five members.

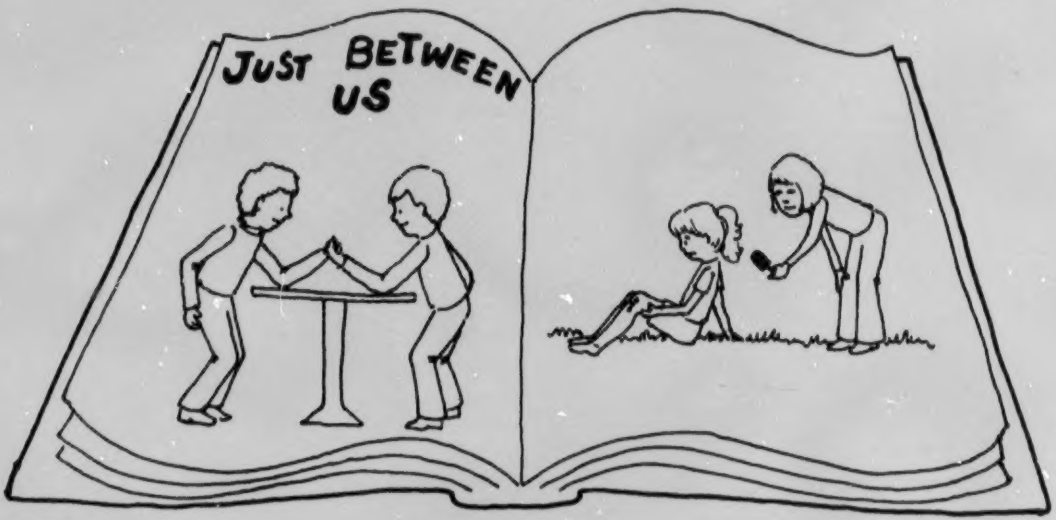
   Be sure to manipulate groups so there is an opportunity for students who don't ordinarily work together or choose each other's company to be working collectively on this project.

GRAM.

PROCEDURES Continued

3. Cut out magazine or newspaper pictures which illustrate people interacting. Some students may wish to draw their own.

4. Have groups compile pictures in books entitled "Just Between Us". Students may wish to match a positive illustration with a negative one to point out contrasts and thereby hopefully affect a change in attitude and behaviors.



GRAM.

SUPPLEMENTARY RESOURCES

TEACHER

Developing Understanding of Self and Others (DUSO) Level Two. Circle Pines, Minn.: American Guidance Service, Inc. (BICEP 4067).

Elardo, Phyllis and Cooper, Mark. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977 (BICEP 3274).

Thompson, Elaine, Understanding Myself and Others, Level III. Guidance Curriculum, Mesa, Arizona Public Schools (BICEP 2513).

Wilt, Joy and Watson, Bill. Relationship Builders, 156 Activities and Games for Building Relationships. Waco, Texas: Educational Products Div., 1978 (BICEP 3269).

STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do - "World Wise". Nashville, Tenn.: Incentive Publications, Inc., 1977 (BICEP 3046).

FOLLOW-UP ACTIVITIES

Pages could be added to the group books as students grow in their own understanding of personal and group communication skills. Daily classroom living situations will also offer topics for changes in attitudes and behaviors.

TEACHER'S NOTES

GRAM.

WHAT'S IN A NAME?

SELF CONCEPT

MATERIALS/RESOURCES

Paper
Pencil
"What's In A Name?" Sample Word List

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After a discussion of descriptive "feeling" words, the students will write one word which describes feelings for each letter of their first name.

PROCEDURES

1. Conduct a class discussion of "feeling words". The sample word list that contains a word from the letters of the alphabet may serve as a guide.
2. Make sure students are comfortable with the meanings of all the words.
3. Have students write their names vertically on a piece of paper.
4. Have students use "feeling words" for each letter of their first names. If students cannot identify words for each letter, the teacher may use this as an opportunity to have students refer to a dictionary or Thesaurus. Accept additional "feelings words" that students may offer during the discussion.

E	Exciting
L	Loving
L	Little
I	Inquisitive
E	Eager

GRAM.

STUDENT ACTIVITY SHEET

WHAT'S IN A NAME?

SAMPLE WORDS

- Anger
- Amiable
- Bothered
- Benevolent
- Cranky
- Careful
- Disturbed
- Dreadful
- Dandy
- Envy
- Energetic
- Frank
- Free
- Forceful
- Grand
- Greed
- Happy
- Hungry
- Honest
- Industrious
- Inhibited
- Joyous
- Jealousy
- Kind
- Loveable
- Lofty
- Mean
- Naughty
- Natural
- Nasty
- Obnoxious
- Open
- Pretty
- Pesty
- Perky
- Quick
- Quiet
- Reserved
- Righteous
- Respectful
- Satisfied
- Sincere
- Song
- Thankful
- Trustworthy
- Unhappy
- Useful
- Ugly
- Vain
- Vindictive
- Windy
- Wary
- Wrong
- Youthful
- Zealous
- Zip

SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. I've Got Me and I'm Glad "Developing Self Understanding." Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3047).

TEACHER AND STUDENTS

How Do You Feel? Filmstrip series: "About Your Community, About Other Children, About School, About Your Home and Family". Lakeland, Florida: Learning Resources Co. (BICEP 4019).

FOLLOW-UP ACTIVITIES

Students may also be paired and write descriptive adjectives for their partners. They may also wish to write more than one descriptive word. They may wish to write a phrase. Also, they might take the last name of a famous person and write either an adjective or a complete phrase.

TEACHER'S NOTES

GRAM.

SELF CONCEPT

MOOD MOBILES

MATERIALS/RESOURCES

Strips of Oak Tag
String
Dowel Rods or Plastic Straws
Markers
Paper Punch
"Mood Mobiles" Word List

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

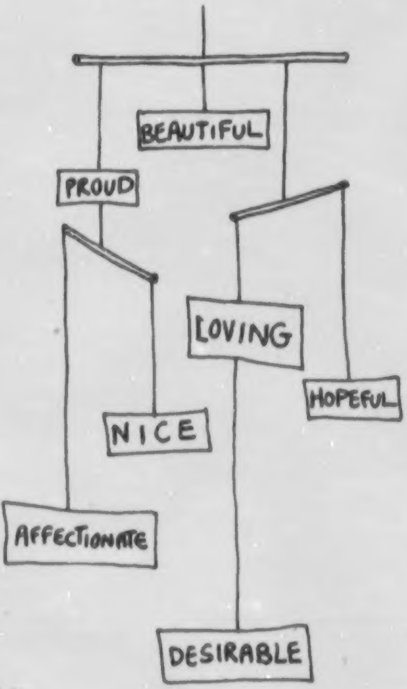
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After brainstorming words that describe feelings, students will construct mobiles using compatible groups of words (i.e. sad words, happy words, etc.)

PROCEDURES

1. Have the entire class brainstorm words that describe feelings. A sample list of words is included with this activity.
2. Have small groups of students make "word mobiles" using compatible groups of words from their list (ex: One mobile may feature sad words such as rejected, hurt, left-out, dismayed and unwanted). Another may be words associated with anger, joy or fear.
3. Distribute strips of oak tag and markers and have students transfer words from their brainstorming sheets.
4. Distribute dowels, string and paper punch so students can construct their mobiles.
5. Display finished mobiles in the classroom.



GRAM.

STUDENT ACTIVITY SHEET

(SAMPLE)

MOOD MOBILES

adequate
curious
adventurous
playful
joyous
affectionate
excited
turned on
glad
surprised
amazed
astonished
marvelous
amused
happy
satisfied
trusting
loving
friendly
proud
innocent
hopeful
angry
mad
frustrated
furious
enraged
aggravated
stormy
huffy
modest
hostile
hateful
exasperated
bitter
indignant
irritated
disgusted
bored
grumpy
stubborn
ornery

fearful
scared
anxious
hurt
rejected
left out
discouraged
unwanted
offended
resentful
dismayed
nervous
guilty
embarrassed
shy
suspicious
confused
concerned
weird
envious
selfish
wretched
despairing
sad
lonely
inferior
gloomy
depressed
timid
chicken hearted
overwhelmed
panicky
stunned
terrified
tormented
horrible
shocked
dreadful
ghastly
morbid
ridiculous
wicked

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. Teach and Reach, An Alternative Guide to Resources for the Classroom. Syracuse, N.Y.: Human Policy Press, 1977 (BICEP 3284).

Curwin, Richard and Geri. Developing Individual Values in the Classroom. Palo Alto, Calif.: Education Today Co., Inc., 1974 (BICEP 3007).

Elardo, Phyllis and Cooper, Mary. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977 (BICEP 3274).

Guidance Activities for Career Education, K-8. Cashmere, Wash. Public Schools, 1977-78 (BICEP 1119).

Herron, Kay. Positive Thinking Exercises - Happy Thinking. Glendale, Calif.: Teaching Stuff, 1975 (BICEP 3146).

FOLLOW-UP ACTIVITIES

An additional way to utilize this activity is to have students choose word cards and pantomime the feeling in an imagery situation.

TEACHER'S NOTES

GRAM.

Listening Skills

BUDDY BADGES

SELF CONCEPT

MATERIALS/RESOURCES

Material for Making Badges

Oak Tag (cut in badge size 6" in diameter)

String or Art Wire

Crayons or Markers

Paper Punch

DETAILS

LEVEL: Primary

TYPE: Entire Class
Partners

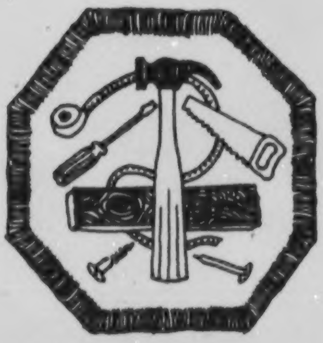
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After talking with a partner, each student will design a badge describing the partner's interests.

PROCEDURES

1. Discuss with class the types of questions for students to ask one another. Sample questions are included below:
   - a) What types of sports do you enjoy?
   - b) Do you have any special hobbies?
   - c) Does your family have any activities they do together?
   - d) What leisure time activities do you enjoy?
   - e) What kinds of things do you want to do or learn to do in the future?



LIST. SKILLS

PROCEDURES Continued

2. Have partners talk about topics which are an outgrowth of the initial discussion.

3. Have each student, on his/her own, design a badge for his/her partner showing his/her interests.

4. After designs are drawn on badges, have students punch holes in each top corner in order to run string through it and tie.

5. Arrange for presentation of badges:

   a. Form a student circle.

   b. Have students describe interests of their "buddy" using the "Buddy Badge" as a guide. ("My buddy likes to bowl on Saturdays, enjoys music, sews, and his/her favorite food is pizza.) Students might enjoy guessing which student is the "Buddy".

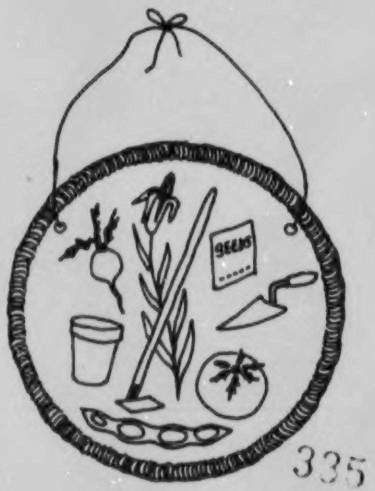
   c. Have students present badge to his/her "buddy".

VARIATIONS

This activity can also be related to the making of hex signs as a symbol of the interests and values of people within their own homes as related to the Pennsylvania Dutch custom. Students can discuss hex signs and the purpose that they serve and then can design their own.

The following ideas for hex signs are listed in Leland and Mary Howe's publication, Personalizing Education, Values Clarification and Beyond, Pages 142-143 (BICEP 2509).

Raindrops for abundance and prosperity
Oak leaf for strength and courage
Maple leaf for beauty
Bird for happiness
Heart for love, devotion and romance
Tulip or lily for religious faith



SUPPLEMENTARY RESOURCES

TEACHER

Canfield, Jack and Wells, Harold. 100 Ways to Enhance Self-Concept In The Classroom, A Handbook for Teachers and Parents. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976 (BICEP 2570).

Kaplan, Sandra N. The Big Book of People and Words. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976 (BICEP 3141).

Kaplan, Phyllis et al. It's Positively Fun, Techniques for Managing Learning Environments. Denver, Colorado: Love Publishing Co., 1975 (BICEP 3149).

Students

Farnette, Cherrie et al. I've Got Me and I'm Glad, "Developing Understanding of Other People". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3047).

Farnette, Cherrie et al. People Need Each Other, A Social Awareness Activity Book. Nashville, Tenn.: Incentive Publications, 1979 (BICEP 3150).

FOLLOW-UP ACTIVITIES

Students could design Senior Citizen badges and distribute them at an appropriate time. Students might interview retired persons to learn about their previous occupations and life roles. Following the interview, students could use the information gained to design senior citizen appreciation badges or pendants.

TEACHER'S NOTES

LIST.
SKILLS

JUST SUPPOSE ...

DECISION MAKING

MATERIALS/RESOURCES

Book - Jack and the Beanstalk

Other books as determined by teacher

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After reading a story to a crisis or climax point, students will create their own endings.

PROCEDURES

1. Read the fairy tale "Jack and the Beanstalk" until coming to a crisis point when reading stops and ask what might happen now, instead of what the story says did happen. Students will provide alternatives and choose which is the best.
2. Read parts from the story if they seem appropriate. The students continue to choose alternatives until the story comes to a successful conclusion.

JACK AND GIANT GOLDEN EGG COMPANY

LIST. SKILLS

PROCEDURES Continued

The following list of books is provided for teachers who wish to either use these stories as motivation and discussion purposes in the area of problem solving and decision making or an independent reading assignments.

AUTHOR	TITLE	APPROPRIATE AGE LEVEL
Alexander, Martha G. ..embarrassment, dissatisfaction with name..child runs away but all is resolved in the end	Sabrina	3-7
Barton, Byron ..boy searches for lost puppy.pictures emphasized over words	Where's Al?	3-7
Behrens, June York ..new laundromat may force grandfather to close laundry	Soo Ling Finds A Way	4-8
Binzen, Bill ..boy faces losing "mountain" (in city) made by steam shovel.. saves it	Miguel's Mountain	5-9
Fassler, Joan ..lack of communication, friendship, problem solving	The Boy With A Problem	4-8
Hoban, Russell C. ..friendship, promises, problem solving	A Bargain For Francis	5-7
Keats, Ezra Jack ..problem solving..being bullied	Goggles	4-8
Keith, Eros ..imagination, problem solving	A Small Lot	4-8
Lexau, Joan M. ..small boy overcomes dangers of walking home alone.. finds grandmother ill, gets help	Benjie On His Own	6-9
Sugarman, Daniel A. and Hochstein, Rolaine A. ..seven open-ended stories..to help kids and adults develop relationships that are sensitive, understanding and positive	Seven Stories For Growth	6-12
Zolotow, Charlotte S. ..confronting feelings of anger and rejection	The Hating Book	3-7

SUPPLEMENTARY RESOURCES

TEACHER

Kids Accepted Here. Developed by The NETWORK, Inc. in cooperation with Amesbury, Mass. Public Schools, "Finish the Story". p. 27 (BICEP 3318).

Schaff, Joanne. *The Language Arts Idea Book.* Santa Monica, Calif: Goodyear Publishing Co., Inc., 1976. pp. 125-126 (BICEP 3137).

Thompson, Richard A. *Energizers for Reading Instruction.* W. Nyack, New York: Parker Publishing Co., Inc., 1973 (BICEP 3002).

STUDENT

Wiesener, William (illustrator). *Jack and the Beanstalk*. New York, N.Y., Scholastic Book Service, 1973 (BWB).

FOLLOW-UP ACTIVITIES

As a natural outgrowth of this activity, students could transfer their "imaginary" conclusions to real life situations which require compromise, decision making and alternatives. The independent solutions students reach is a beginning values activity. This activity can also be followed by a classroom visit of an author. He/she can describe the "birth" of stories and show boys and girls how books are written.

TEACHER'S NOTES

LIST. SKILLS

DECISION BINGO

MATERIALS/RESOURCES

Bingo Cards
Sample Decision Cards
Markers
Container for Problems
Teacher Directions for Career Bingo Game (Optional)

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After a class discussion about factors necessary to make a decision, the students will play "Decision Bingo".

PROCEDURES

1. Have students discuss the steps necessary for making a decision.
    a. Define the problem (e.g., to be late for school or to play with a friend).
    b. Select goals - What do you want to accomplish?
    c. Look at all alternatives.
    d. Look at the consequences of all alternatives.
    e. Choose the best alternative.
2. Have students play "Decision Bingo".
    a. Teacher should make at least fifteen copies of each card (See attached sheets).
    b. Cut apart sample problems (See attached sheets).
    c. Read aloud each sample problem to the class. After reading each sample problem ask the class if this would be a hard or an easy decision to make.
    d. When the students have made their decisions, they will place markers or chips in the block of their choice.
    e. Winner is determined by the first student to obtain a straight line (diagonally, horizontally). The winner may wish to share with the class some of his/her decisions.

LIST. SKILLS

PROCEDURES Continued

TEACHER DIRECTIONS FOR CAREER BINGO GAME

The following is a set of directions for teacher use in the development of a Career Bingo game appropriate for levels 1 through 6. It is similar to the game of "Bingo" except that names or pictures of workers replace numbers.

The objective is to increase awareness of career workers and their responsibilities through carefully listening, solving the clue, and reading the Bingo card.

Materials:

1) Cut tag board or oak tag into 8 inch squares.
2) Using a marking pen, divide each large square into 16 two inch squares.
3) Cut two inch x 4 1/2" rectangles of the same heavy paper.
4) List definitions of workers you have written definitions for:
   First - cut out small pictures from magazines of some of the workers and use rubber cement to glue on the small squares of the Bingo card. Try to have at least three to four pictures per card.
   Second - on remaining squares, list worker names. Remember to use the check off list to balance the number of workers that you put on the cards so that you don't either get too many of one or omit others. Try fifty to sixty definitions of workers for shorter games.

To Play:

1) Pass out large cards and markers.
2) Have either the teacher or a student caller select at random a clue card and read the clue. Class responds with the answer. When correct response is given, the caller says the worker name and then the players look for the word (or picture) on their card which corresponds. If they have it, they place a marker on it.

Fringe Benefits:

1) Cards can be used as a resource aide on phonics by identifying vowel sounds, blends, etc.
2) Cards may be used for ideas for creative stories either given orally or as written compositions.
3) Clue cards may be used along for a small group game.
4) Students could make the game themselves for their classmates in a learning station situation.

Variations:

Bingo could be played with words relating to the role of a citizen in the classroom or in the community, or with words relating to family and leisure time activities.

STUDENT ACTIVITY SHEET

DECISION BINGO

HARD	EASY	EASY	HARD	HARD
EASY	HARD	EASY	EASY	EASY
HARD	EASY	FREE	HARD	EASY
HARD	EASY	HARD	EASY	EASY
EASY	EASY	HARD	EASY	HARD

LIST. SKILLS

STUDENT ACTIVITY SHEET

DECISION BINGO

SAMPLE CARDS

Mrs. Cage gets mad when kids walk through her yard. But my new ball landed in her flower garden by mistake and no one else will go to get it.

Our family is going to Boston on Saturday. I want to spend ten dollars I have saved up for half a year toward the purchase of a new mini-bike.

Mother and Dad are busy with guests. I'm in my bedroom. I'm supposed to be getting ready for bed but I'd rather play with my old typewriter and then watch television.

I can choose six children to come to my birthday party but I have ten really close friends and they are all expecting to get an invitiation.

I am at the Boone County Fair. I like all the rides. I have enough money for only one more ride.

I can choose Sugar Pops or Special K for breakfast.

I live with my mother but I spend every Saturday with my dad. This Saturday I want to go on a cookout with my teacher, Mr. Lawson, and the rest of the boys in my class.

I am going to choose what I wear to school today.

Stephen is walking to school. A car drives up beside him and a man offers him a ticket to the Little League game and also a ride.

Uncle Joe and Aunt Margaret are spending the night at our house. They haven't been to see us since last summer and I want to ask my parents if I can stay up past my usual bedtime. But it is only Tuesday, a school night.

I have a dollar to spend.

Jonathan is new at our school. Out at recess the kids made fun of him and run away from him every time he comes near them. I wonder if I should play with him.

Dad and I are going to spend most of the weekend in the basement workshop. We are going to build something with wood. I get to decide what it will be.

Kathy and Emily have collected money from the class to buy the teacher a present. They have to decide what to buy.

LIST.
SKILLS

STUDENT ACTIVITY SHEET

DECISION BINGO

SAMPLE CARDS

It's time for snack break and we get to choose either white or chocolate milk.	I can wash the chalkboards with my best friend or go out and help the girls plan the surprise party for our new neighbor.
Our class is voting on a party game. The choices are 7-Up or Pin The Tail On The Donkey.	It is snowing heavily. I can wear my boots out to recess or leave them inside.
All my friends are going to take swimming lessons at the beach this summer but my parents want me to have private lessons. How do I convince them I want to learn with my friends?	I know Dad needs some sandpaper for his woodworking shop but I really want to buy him a frisbee for his birthday. Then he'll spend more time with me.
My teacher is sick and everyone is buying him presents so he'll get well soon. But I don't get an allowance and my parents can't spend their money that way.	I don't like Sue, our babysitter! Shall I give her a real hard time so she won't want to come again?
The babysitter will let me stay up late, but I know I'll be tired at school tomorrow.	Sally's mother made me a tuna fish sandwich and I don't like that kind.
I told my grandmother that I'd help her Saturday and Jim invited me to a picnic at the same time.	Mom just called me for supper but I'm having fun and she can't see me. Maybe I'll pretend I didn't hear.
All my friends have seen a new movie and I have a chance to go but I know that my parents don't want me to.	Mr. Allan gave me a nice tip for watering his flowers when he was away. My sister did half the work but he doesn't know that.

LIST. SKILLS

SUPPLEMENTARY RESOURCES

TEACHER

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FOLLOW-UP ACTIVITIES

Career Bingo is a good supplemental activity following this.

Students can also use sample problems in role playing situations or as story starters.

TEACHER'S NOTES

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LIST. SKILLS

WHAT'S ON YOUR MIND?

SELF CONCEPT

MATERIALS/RESOURCES

12" x 18" Construction Paper

Filmstrip Projector

Magazines from which to cut pictures

DETAILS

LEVEL: Intermediate

TYPE: Small Group
Individual

TIME: Three Class Periods

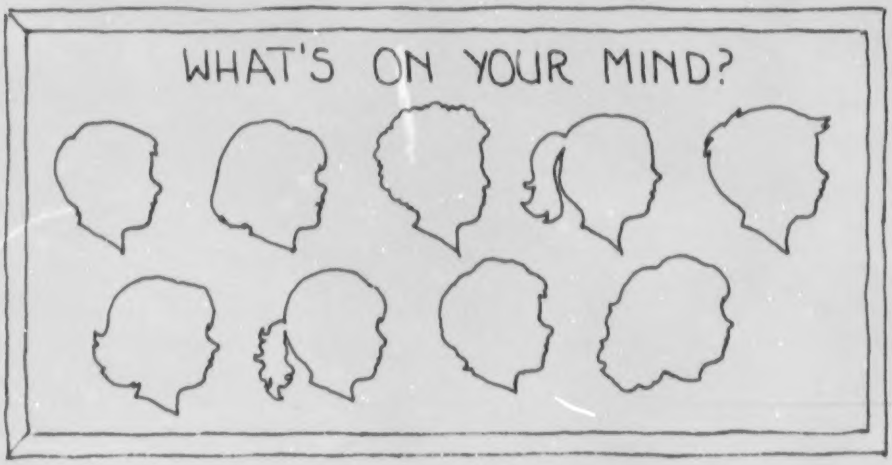
INSTRUCTIONAL OBJECTIVE

After discussing their varied interests students will draw silhouettes and cut out or draw pictures to depict some of their current interests.

PROCEDURES

1. Share some interests with the class.
2. Have students form "brainstorming" groups of five students and "brainstorm" about their interests.
3. Have students trace each other's silhouettes on light colored construction paper. (Projector might be available throughout the day, set up as illustrated.

Projector ------ Student ------ Paper


WHAT'S ON YOUR MIND?

LIST. SKILLS

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PROCEDURES Continued

4. Have students cut out their silhouettes and cut out pictures and words to illustrate their individual interests, paste these on silhouettes and create a bulletin board with them.

5. Distribute silhouettes at random and students could attempt to identify their classmates according to interests.

SUPPLEMENTARY RESOURCES

TEACHER

Project GROW Activity Card #3, *"Awareness Centers"* and Activity Card #13, *"GAWOP: Getting Along With Other People"*, Levels 3-6. Florida State Dept. of Education(BICEP 3126).

You and Your Choices. Developmental Level 4-6. University of Missouri at Columbia.: Career Education Curriculum Project, College of Education, 1976 (BICEP 2518).

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FOLLOW-UP ACTIVITIES

Students could interview their parents about their personal interests when they were growing up, in high school, as young adults, and now as parents of a family.

TEACHER'S NOTES

LIST.
SKILLS

Appendices

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
The World of Work - From A To Z	Occupational Information Sub Goal A	Dictionary Skills		Fine Arts and Humanities/ Drawing and Painting
Alphabetical Awareness	Occupational Information Sub Goal C	Dictionary Skills		
People From The Pages of History	Occupational Information Sub Goal A	Dictionary Skills	Reference Skills	
Solve The Mystery	Occupational Information Sub Goal A	Dictionary Skills		
Create A Job Title	Occupational Information Sub Goal B	Dictionary Skills	Reference Skills	
Famous Fictional Faces	Occupational Information Sub Goal G	Dictionary Skills	Reference Skills	

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
I-DEN-TI-FI-CA-TION OC-CU-PA-TION	Occupational Information Sub Goal A	Dictionary Skills		
Happy Packages	Self Awareness Sub Goal E	Oral Communication	Listening Skills Grammar	Social Studies
Acting Out A Fantasy	Occupational Information Sub Goals A, B	Oral Communication		Fine Arts and Humanities/ Dramatics
I Know Something Good	Interpersonal Skills Sub Goals A, B	Oral Communication	Listening Skills	
Spin-A-Feeling	Self Awareness Sub Goal B	Oral Communication	Listening Skills	Fine Arts and Humanities
Getting To Know You	Interpersonal Skills Sub Goal E	Oral Communication	Written Expression Reference Skills	Social Studies

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Get Acquainted	Interpersonal Skills Sub Goal E	Oral Communication	Written Expression Reference Skills	Social Studies
What Worries Me Most	Self Awareness Sub Goal E	Oral Communication	Written Expression Grammar	Health and Physical Education/ Attitudes
Squirmy Situations	Decision Making Sub Goals A,B,D	Oral Communication	Written Expression	Social Studies/Self
How Would You Feel?	Self Awareness Sub Goal F	Oral Communication	Written Expression	Social Studies/Self Fine Arts and Humanities
Story Hour	Interpersonal Skills Sub Goal C	Oral Communication	Comprehension	Social Studies/School/Community Fine Arts and Humanities
Changing Inventions	Decision Making Sub Goal G	Oral Communication	Comprehension Written Expression	Social Studies Fine Arts and Humanities

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Leisure Lifestyles	Economic Awareness Sub Goal E	Oral Communication	Written Expression Reference	Social Studies Fine Arts and Humanities Health and Physical Education
Package Me	Self Awareness Sub Goal C	Oral Communication	Reference	Fine Arts and Humanities/ Drawing and Painting
The Times of Our Lives, I	Interpersonal Skills Sub Goal I	Oral Communication	Written Expression	Social Studies
The Time Of Our Lives, II	Economic Awareness Sub Goal D	Oral Communication	Written Expression	Social Studies
Past-Present-Future The Time of Our Lives, III	Self Awareness Sub Goal F	Oral Communication	Reference	Social Studies
Door To Door Sales Pitch	Occupational Information Sub Goal B	Oral Communication	Reference Grammar	Social Studies Fine Arts and Humanities

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
You're On The Air	Occupational Information Sub Goal B	Oral Communication	Written Expression	Social Studies Fine Arts and Humanities
Someone Special	Self Awareness Sub Goal B	Written Expression	Grammar	Social Studies/Self/Family/ Friends
It's In The Bag	Occupational Information Sub Goal I	Written Expression		Social Studies/School and Community Workers
Ticktock, Ticktock	Occupational Information Sub Goal D	Written Expression	Comprehension	Social Studies/Self/Friends Mathematics/Time
Poet's Pictures	Self Awareness Sub Goal C	Written Expression	Grammar	Social Studies/Self/Friends Fine Arts and Humanities
The Sharing Tree	Interpersonal Skills Sub Goal C	Written Expression	Oral Communication	

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Time Capsule	Self Awareness Sub Goal E	Written Expression	Comprehension	
Hobby Bound	Self Awareness Sub Goal C	Written Expression	Dictionary Skills	Social Studies/Self
A Feeling You Just Can't Ignore	Self Awareness Sub Goal F	Written Expression	Oral Communication	Social Studies/Self
Western Union	Self Awareness Sub Goal D	Written Expression		
You're Worth Your Weight In Words	Self Awareness Sub Goals A, D	Written Expression	Grammar	
We Work Together	Attitudes Sub Goal A	Written Expression	Comprehension	Social Studies

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Recipes For Life	Interpersonal Skills Sub Goals D.H	Written Expression	Comprehension Grammar	Fine Arts and Humanities/ Drawing and Painting
Fortune Teller	Interpersonal Skills Sub Goal E	Written Expression	Comprehension	
Careers in Poetry	Occupational Information Sub Goal C	Written Expression	Grammar	
I Used To..But Now I	Self Awareness Sub Goal F	Written Expression	Grammar	
Performing Poets	Occupational Information Sub Goal B	Written Expression	Dictionary Skills	
Operation Cemetery	Self Awareness Sub Goal A	Written Expression		Fine Arts and Humanities/ Drawing and Painting

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
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Authors Are We	Occupational Information Sub Goal E	Written Expression	Comprehension Grammar	Fine Arts and Humanities/ Drawing and Painting
Dynamite Diamante's ..Career Poetry	Occupational Information Sub Goal C	Written Expression	Grammar	
Letter Perfect	Occupational Information Sub Goal B	Written Expression	Oral Communication	Fine Arts and Humanities/ Dramatics
The Media and The Handicapped	Attitudes Sub Goal A	Written Expression	Oral Communication	Health and Physical Education/ Attitudes
Accentuate The Positive	Attitudes Sub Goal C	Written Expression		Health and Physical Education/ Attitudes
The Doctor Is In	Occupational Information Sub Goal B	Comprehension	Dictionary Skills	Social Studies/Community Workers Health and Physical Education/ Knowledge Mathematics/Money Application

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Feelings Kaleidoscope	Self Awareness Sub Goal D	Comprehension	Listening Skills	Social Studies/Self/Friends/Family
Hand-Y Work	Self Awareness Sub Goal D	Comprehension	Reference Grammar	Social Studies/School Community Fine Arts and Humanities/Drawing and Painting
Sound and Sense	Interpersonal Skills Sub Goal E	Comprehension	Communication	Social Studies/Self Health and Physical Education/Attitudes
Sharing Responsibilities Through Books	Attitudes Sub Goal E	Comprehension	Written Expression	Social Studies/Family/Friends
Belonging Becomes You	Interpersonal Skills Sub Goal D	Comprehension		Social Studies/Family/Friends Fine Arts and Humanities/Drawing and Painting
Famous Facts	Decision Making Sub Goal G	Comprehension	Written Expression Reference	Social Studies/History Fine Arts and Humanities/Crafts

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Why Work?	Economic Awareness Sub Goal C	Comprehension	Reference Written Expression Grammar	Social Studies/Family/Self/ Community Workers Fine Arts and Humanities
The Mystery Object Is...	Decision Making Sub Goal F	Comprehension		Science
Decisions, Decisions	Decision Making Sub Goal F	Comprehension	Oral Communication	Social Studies/Geography/Self/ Family/ Friends
A Clever Ending	Decision Making Sub Goal C	Comprehension	Listening Skills Oral Communication	Fine Arts and Humanities/Dramatics Drawing and Painting
Career Connections	Occupational Information Sub Goal B	Comprehension	Reference	Social Studies Fine Arts and Humanities
Help Wanted	Attitudes Sub Goal A	Comprehension	Dictionary Skills Reference	Social Studies/Self/School and Community Workers

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Appreciating The Past-Documenting The Future	Occupational Information Sub Goal J	Comprehension	Written Expression	Fine Arts and Humanities Social Studies/History
Keep On Truckin'	Occupational Information Sub Goal D	Reference Skills	Written Expression	Social Studies/Community Workers
Preferences and Jobs	Attitudes Sub Goal C	Reference Skills	Written Expression Comprehension	Social Studies/Self
Twenty Loves	Decision Making Sub Goal D	Reference Skills	Written Expression	Social Studies/Self
Decide The Yellow Pages Way	Decision Making Sub Goal C	Reference Skills	Comprehension Dictionary Skills	
Telephone Tips	Occupational Information Sub Goal C	Reference Skills	Listening Skills Dictionary Skills	Social Studies/Community Workers

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Let Your Fingers Do The Walking	Economic Awareness Sub Goal A	Reference Skills	Dictionary Skills Written Expression	Social Studies/Community Workers Fine Arts and Humanities
Phone Book Spin Off Activities	Economic Awareness Sub Goal E	Reference Skills	Dictionary Skills	
Career Corners	Occupational Information Sub Goal F	Reference Skills	Dictionary Skills Written Expression	Social Studies
Working With Animals	Occupational Information Sub Goal B	Reference Skills	Written Expression	Science
Numbers In The News	Occupational Information Sub Goal C	Newspaper Skills	Comprehension Reference	Science Mathematics/Money Application
Who's Who In The Newspaper Business	Occupational Information Sub Goal A	Newspaper Skills	Comprehension	Reading/Language Arts Fine Arts and Humanities/ Dramatics

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
A Job For All Seasons	Occupational Information Sub Goal J	Newspaper Skills	Grammar Written Expression	Science/Environment Social Studies/Community Workers Mathematics/Time Fine Arts and Humanities
Class Times	Self Awareness Sub Goal A Interpersonal Sub Goal C	Newspaper Skills	Grammar Written Expression Comprehension	Social Studies/Self/Family Fine Arts and Humanities/ Drawing and Painting
Occupational Word Wise	Occupational Information Sub Goal B	Grammar	Written Expression	
Jobs For All	Occupational Information Sub Goals A,E	Grammar	Dictionary Skills	
Just Between Us	Interpersonal Skills Sub Goal H	Grammar	Written Expression	
What's In A Name	Self Awareness Sub Goal A	Grammar	Dictionary Skills Written Expression	

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Mood Mobiles	Self Awareness Sub Goal D	Grammar	Dictionary Skills	
Buddy Badges	Self Awareness Sub Goal C	Listening Skills	Oral Communication Comprehension	Social Studies/Self Fine Arts and Humanities/ Drawing and Painting
Just Suppose..	Decision Making Sub Goals C, F	Listening Skills	Oral Communication Comprehension	Fine Arts and Humanities/ Drawing and Painting
Decision Bingo	Decision Making Sub Goals B,C,F	Listening Skills	Comprehension	Social Studies/Self
What's On Your Mind?	Self Awareness Sub Goals A, C	Listening Skills	Comprehension Reference Skills	Social Studies/Friends Fine Arts and Humanities/ Drawing and Painting
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Mesa, Arizona Public Schools

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